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THE EXPERIENCES OF EDUCATORS IN MANAGEMENT OF INCLUSIVE CLASSROOMS

by

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Submitted in accordance with the requirements for
the degree of

DOCTOR OF EDUCATION

in the subject

INCLUSIVE EDUCATION

at the
UNIVERSITY OF SOUTH AFRICA

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AUGUST 2017

Kodumela moepathutse ga go lehumo le letšwago kgauswi

(success lies within hard work)

-Sepedi idiom

SERETO

Ageelele!

Ke rena ba ga Hamise!

Ke бага Semadi, Semela Makgwathana

Mela dinaka o e hlaganele

Ke rena ba go dula thoko, gare go dutše dikokotla

Wa se katle, o ka se dule

Ke rena bo mma lahlane ka mafuri, ditšhiwana di itotele

Ke rena bo mafora borota boreteng

Maroba kgale o papa maropene, ba robile malampa dikhitšhini

Ba lamolela ke Noni mosadi wa lekgowa

Hee!!! lena ba seshoka motalama, mahwibi ge a e tšwa le kwele eng?

Nna re kwele Ramokeu a kitimiša moloi

A molesa ka go motseba, Ka gore ke thari la ka sešibe

Le nase woo ga ba se ba khumela

Ageelele! Bo mafora a borota boreteng

A tšea letsoku a kgatla a tlola

*Agee! Ditlou Agee! Ke setlogolo sa Mokhirisi, ke motho wa bo Marara le Sedima,
Ke morwedi wa Moloto le Mokgadi wa Tafita!*

Mokgolokwane Ditlou! (ululating)

Monyai Bakgalaka!

Student Number: 740-934-6

DECLARATION OF ORIGINALITY

I declare that "THE EXPERIENCES OF EDUCATORS IN MANAGEMENT OF INCLUSIVE CLASSROOMS" is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

Signature:

(Mrs. M. Chauke)

DATE: 17.08.2017

DEDICATION

This thesis is dedicated to my late husband Jacob William Ando Chauke, who made personal sacrifices to ensure that I receive an education, and my sons Desmond Nkateko Chauke, Kabelo Donald Chauke, and my daughter-in-law Betty Mokgaetši Chauke, for sacrificing hours helping me with household tasks while I was engrossed with my studies.

ACKNOWLEDEMENTS

I express my sincere gratitude to God Almighty for giving me His love, the strength and wisdom to complete this research.

I am unable to mention the names of all those who contributed to the successful completion of this thesis, but I would like to thank all of them for sharing their experiences, assisting me in shaping this thesis and supporting me during tough times.

My thanks go to:

- Dr. Ramodungoane Tabane, for his expert supervision and valued guidance throughout the study.
- Professor Chika Sehoole for his continuous encouragement and support.
- The University of South Africa for the much needed financial support.
- The Gauteng Department of Education and the Principals concerned for granting me permission to conduct research in their schools.
- The Chauke and Hamise families for their valued support, constant encouragement throughout my studies and to finally see a Doctor of Philosophy in the family.
- Lebidiki Moreku Josias Nkwana, for his reliable support throughout my studies. Ke leboga kudu “Bra Jos”.
- Thabang Malekapele Motsepe for assisting me with Computer technical skills and Genevieve Wood for editing the text.
- Sediba sa Thuto Primary School CS Educators and PS Staff members for their constant encouragement and support throughout my studies.

This research work is meant to encourage my sons Desmond Nkateko Chauke, Kabelo Donald Chauke, my daughter in-law Betty Mokgaetši Chauke and grandchildren; Reitumetse Jacob Chauke, Kgomotso Reabetswe Chauke and many more generations to come; to you all I would like to say; success lies within hard work.

“Kodumela moepathutse ga go lehumo le letšwago kgauswi”

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ACRONYMS

ANA	Annual National Assessment
CAPS	Curriculum and Assessment Policy Statement
DBST	District-Based Support Team
EFAL	English First Additional Language
ELRC	Education Labour Relations Council
ESS	Education Support System
FSS	Full-Service Schools
GPLMS	Gauteng Primary Language and Mathematics Strategy
IEP	Individual Education Programme
ISS	Inclusion and Special Schools
LSE	Learning Support Educators
MRTEQ	Minimum Requirements for Teacher Education Qualifications
NCESS	National Committee on Education Support Services
NCSNET	National Commission on Special Educational Needs and Training
NSE	Norms and Standards for Educators
SACE	South African Council for Educators
SBST	School-Based Support Team
SIAS	Screening Identification Assessment and Support
UNESCO	United Nations Educational Scientific and Cultural Organisation
WPRPD	White Paper on the Rights of Persons with Disabilities
ZPD	Zone of Proximal Development

ABSTRACT

Full-Service Schools are new institutions in South Africa which have been established in terms of the Education White Paper 6, Special Needs Education and Training System (Department of Education, 2001: 22-23; 2014: 9) as pilot schools for the rolling out of the Inclusion Policy in South Africa. A full-service school is a school that encourages learners who experience barriers to learning and learners without barriers to learning to learn and live together (Department of Education, 2001, 2014). For this reason, all learners must have opportunities to learn and play together and participate in educational activities in full-service schools. These inclusion practices, which promote acceptance, equity and collaboration, are responsive to individual needs, and embrace diversity (The Constitution of the Republic of South Africa, Act No. 108 of 1996). The purpose of this study was to explore the experiences of educators in management of inclusive classrooms. This study focused on how the educators perform the three of the seven educators roles as expected in the Minimum Requirements for Teacher Education Qualifications (MRTEQ) (Department of Education, 2011). The educators, over and above these roles, are expected also to participate in extra-curricular programmes, such as sports, cultural and artistic activities, and thus taking more of their time, most probably to the detriment of not fulfilling their Minimum Requirements for Teacher Education Qualifications as expected.

The three selected educators roles are 'the educator as a learning mediator', 'the educator as assessor' and 'the educator as support provider', viz. the community, citizenship and pastoral roles of educators for the learners who experience barriers to learning in English First Additional Language (FAL) in the Grade Six inclusive classrooms. A qualitative research method was employed in this study, to explore the way in which individuals make sense of their world in the naturalistic setting of the classroom, without predetermining the research outcomes (Patton 2002, MacMillan & Schumacher 2010, Denzin & Lincoln 2011, Creswell, 2013). Data analysed was gathered through in-depth interviews, non-participatory observation, and document analysis. Data was analysed through content analysis.

KEYWORDS

- Barriers to learning and development
- District-based support teams
- Diversity and the learning context
- Inclusion
- Inclusive classrooms
- Inclusive education
- Inclusive schools
- Learning support educators
- Mainstreaming
- School-based support teams

CHAPTER ONE

“If they can’t learn the way we teach them, let’s teach them the way they learn.”

Kluth, Biklen and Straut (2003: 18)

1.1. BACKGROUND TO THE STUDY

The implementation of an inclusive education system internationally was informed by the Salamanca Statement and Framework for Action in Spain in 1994, where 92 governments and 25 international organisations, assembled to reaffirm their commitment to Education for All, (United Nations Educational, Scientific and Cultural Organization (UNESCO), 1994, 2006). In South Africa the inclusive education system was informed by the Education White Paper 6, Special Needs Education Policy and is based on the ideal that inclusion involves recognising and respecting the differences among all learners and building on similarities (Department of Education, 2001: 17). Subsequently, The National Commission on Special Educational Needs and Training (NCSNET) and the National Committee on Education Support Services (NCESS) (Department of Education, 1997: 44) report states that:

appropriate and effective education must be organized in such a way that all learners have access to a single education system that is responsive to diversity. No learners should be prevented from participating in this system, regardless of their physical, intellectual, social, emotional, language, or other differences” thus, all learners should have access to ordinary education, to the curriculum and to supportive services when they need them.

The term inclusive education refers to “a system of education that is responsive to the diverse needs of learners” (Engelbrecht, Naicker & Engel Brecht 1999: 19). In South Africa, the South African Council for Educators (SACE), a body that regulates teacher behaviour, promotes and protects the value of inclusive education. Section 3.1 of SACE (2000) addresses the educator and

the learners, and it states that educators ought to acknowledge the uniqueness, individuality, and specific needs of each learner, guiding and encouraging each of them to realise his or her potential (Republic of South Africa, 2000). Thus, the White Paper 6 (Department of Education, 2001, 2003b) is based on the ideal that inclusion involves recognising and respecting the differences among all learners and building on similarities. Mainstreaming refers to the former practice of placing learners with disabilities in classrooms with their peers, who do not have disabilities for part of the school day. These learners were 'allowed' to be mainstreamed, only if they could 'keep up' and 'fit into' the general education classroom and school, with limited support or accommodation (Donald, 1996: 83; Donald, Lazarus & Lolwana 2002: 23, Harriott, 2004: 137). In contrast to the dynamics of the mainstream, inclusion is not about giving some learners extra support so that they will "fit in", but about supporting all learners so that all their different learning needs are met. Therefore, the focus in inclusive education is on good teaching strategies that will benefit all learners. Thus, inclusive educators require diverse knowledge and skills. The focus ought to be on good teaching practices for all learners, emphasising commonalities rather than differences, although a lot may be required as learners enter the classrooms (Hougaard, 2007).

Landsberg, Kruger and Swart (2011: 75) emphasised that "quality education should be provided through effective teaching and the necessary support." This means that the role of the educator has to be changed from transferring knowledge to learner-centered teaching. Rallis, Rossman, Phlegar and Abeille (1995), Landsberg and Dednam (1999), Winkler (2001) have shown the critical role that the school could play in supporting learners who experience barriers to learning, and have recommended strategies that could be implemented to support these learners. However what is not adequately addressed in these studies is educators' performance, and their roles in management of inclusive classrooms, as indicated in the Minimum Requirements for Teacher Education Qualifications (MRTEQ), Norms and Standards for Educators (NSE), and the Education Labour Relations Council (ELRC) (Department of Education, 2011, 2000, 2004).

This study focused on the Minimum Requirements for Teacher Education Qualifications (MRTEQ) (Department of Education, 2011), which replaced the Norms and Standards for Educators (NSE),

published in February 2000 (Department of Education, 2000). The Minimum Requirements for Teacher Education Qualifications (MRTEQ) outlined the seven roles that all educators should perform and the eleven competences that the educators must possess to manage the classrooms.

The seven roles that all educators should perform in their classrooms are:

- learning mediator;
- interpreter and designer of learning programmes and material;
- leader, administrator and manager;
- scholar, researcher and lifelong learner;
- community, citizenship and pastoral role;
- assessor; and
- learning area, subject, discipline or phase specialist.

The Minimum Requirements for Teacher Education Qualifications assumes that all educators are able to perform all seven educator roles. However, the research project entitled “How teachers are playing out the seven roles in practice”, undertaken by the School of Education and Training Development at the University of Natal, Pietermaritzburg in 1998 as part of the President’s Education Initiative, revealed that it was impossible for individual educator to perform all of these seven roles in a meaningful way. The study further revealed that, among the roles played by educators, the mediator of learning emerged as the strongest category (specialist educator) that was needed. All educators in their study demonstrated a sound knowledge of content and preparation.

However, the study entitled “The real and the ideal: Teacher roles and competences in South African policy and practice” by Harley, Barasa, Bertram, Mattson and Pillay (2000: 292) revealed that there was little evidence of formative assessment (assessor role) and educators’ sensitivity to the needs of individual learners. In the community, citizen and pastoral roles, educators described their involvement in extra school programmes such as sports, cultural and artistic activities as visual art, drama, dance and music. Communication with parents to discuss the well-

being, conduct and progress of their children was the least prominent role. Counselling was seen as a new role for most educators, and was seemingly not easily embraced. The report concluded that it seems more reasonable to expect the entire school to provide collectively for all the seven roles, rather than to expect individual educators to perform all seven educator roles (University of Natal, 1998, Harley, Barasa, Bertram, Mattson & Pillay, 2000: 292).

A gap is therefore emerging between what this policy expects of educators and what educators are actually doing in their classrooms. In this study, the focus was on the educators' experiences regarding how they manage and address the needs of the learners who experience barriers to learning in English First Additional Language (FAL) in the Grade Six inclusive classrooms. The study focused on the three of the seven roles of the minimum requirements for teacher education qualifications (MRTEQ), namely, the educator as mediator of learning; the educator as assessor of learning; as well as the educator as support provider in a community, citizenship, and pastoral role, respectively.

1.2. EDUCATORS ROLES

1.2.1 Educator as mediator of learning

Learning contexts as provided by, amongst others, different socio-economic status, educational level, culture, different abilities and disabilities, brings with it diverse learners into one physical classroom, playground, and school. Educators are expected to teach and treat these learners equally, and to ensure that teaching and learning takes place. Thus, the educator is expected to mediate learning in a manner that is sensitive to the diverse needs of learners, including those with barriers to learning; as well as constructing learning environments that are appropriately contextualised and inspirational; and communicating effectively, in a show of recognition of, and respect for, the differences in others (Department of Education, 2000, 2004, 2011).

An educator in a diverse classroom is expected to demonstrate sound knowledge of subject content and various principles, strategies and resources appropriate to teaching in a South African context. As a mediator of learning, educators are expected to know how to teach their subjects, as well as how to select, determine the sequence and pace of content in accordance

with both subject and learner needs (Department of Education, 2000, 2004, 2011). Therefore educators must know who their learners are, and how they learn; they must understand their individual needs, and tailor their teaching accordingly. According to Vygotsky:

Teaching can take place successfully through the teaching process called mediation. This refers to the process of assisting a learner through step-by-step explanation, demonstration, guided questioning, and feedback. It is through the mediation process, the process of interaction between children and adults, those learners learn how to memorise new information (1982: 116).

Mediation is the process through which a learner appropriates, or takes possession of, the cognitive tools that makes the construction of knowledge possible (Donald, Lazarus & Lolwana, 2010: 54). However, the learner cannot do this on his/her own, but rather an educator, parent or other person who has already acquired those tools is required to actively to mediate the process. Development, in this case, occurs within a social context in which social relationships take place. In this process, new skills and higher mental functioning are produced. The researcher deduce from this that teaching should always lead to active learning, and that therefore, educators ought to search for effective teaching and learning methods to include all learners and promote the teaching of English First Additional Language (FAL) in the Grade Six inclusive classroom.

a) Mediation role

Mediation, according to Vygotsky, refers to the part played by other significant people in the learners' lives, people who enhance their learning by selecting and shaping the learning experiences presented to them. According to Vygotsky (1978: 76), mediation is the means through which educators, parents, peers and other mentors help learners to gradually acquire knowledge.

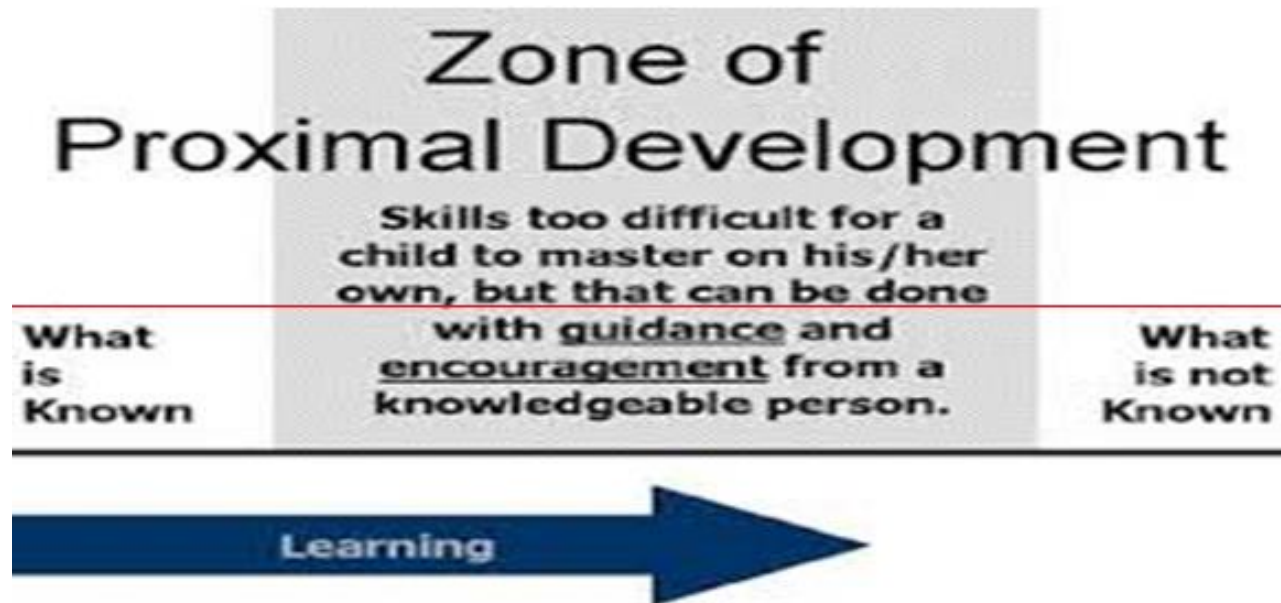
Mediation takes place in what Vygotsky, refers to as the Zone of Proximal Development (ZPD). This he defined as: "the distance between the actual development level as determined by independent problem solving and the level of potential development as determine through

problem-solving under adult guidance or in collaboration with more capable peers” (Vygotsky, 1978: 76).

Thus, the ZPD is that critical space where a child cannot quite understand something on her own, but has the potential to do so through proximal interaction with another person. Proximal interaction is close, face-to-face, usually continuous social interaction of the child by the parent, peer, educator, or other mentors, who helps her to think forward into that space (i.e., to make connections between the familiar and the unfamiliar) acts as a mediator (Donald, Lazarus & Lolwana, 2006: 59). Therefore, the concept of ZPD simply shows the importance of engaging the child in that critical space of potential development.

The Zone of Proximal Development is not a difficult idea to grasp, although educators might not be aware that they are actually applying it in their day-to-day teaching, for instance, presenting a lesson or difficult concept, but using familiar example and language that is familiar to the learner as a support or scaffold, because educators are aware that if they use examples that are unfamiliar to their learners, they run the risk of the learner not understanding the lesson. However, if educators present something familiar they run the risk of losing the child’s attention, and therefore, the concept of the ZPD simply shows the importance of engaging the child in that critical space of potential development (Donald, Lazarus & Lolwana, 2006).

Figure 1: The Zone of Proximal Development



Adapted from (McLeod, 2007: 4)

Figure 1 indicates that: The ZPD is “the distance between the actual development level as determined by independent problem solving and the level of potential development as determine through problem-solving under adult guidance or in collaboration with more capable peers”

- What is known are skills that the child can master on his or her own, without guidance and encouragement from a knowledgeable person.
- What is not known are skills that are too difficult for a child to master on his or her own, but that can be done with guidance and encouragement from a more knowledgeable person.

Therefore, the role of a more knowledgeable person is to guide, encourage and adapt to the needs of the learner and to be responsive to the level of assistance required. The quality and quantity of assistance needs to change over time, as the learner assumes more responsibility over his or her own growth to master difficult skills. This educator-to-learner relationship within the ZPD may differ from the learner-to-learner relationship, where a more knowledgeable person

connect with each learner's potential in the ZPD and then, through mediation, facilitate their growth to new levels of understanding.

1.2.2 Educator as assessor of learning

The Minimum Requirements for Teacher Education Qualifications (MRTEQ) stipulates that the educator should understand that assessment is an essential feature of the teaching and learning process, and ought to know how to integrate it into this process. Thus, the educator must have an understanding of the purposes, methods and effects of assessment and be able to provide helpful feedback to learners.

The educator designed and managed both formative and summative assessments in ways that are appropriate to the level and purpose of the learning and met the requirements of accrediting bodies, and kept detailed and diagnostic records of assessment and understood how to interpret and use assessment results to fit into processes for the improvement of learning programmes. The competencies of an assessor can thus be described as “to assess learners in varied yet reliable ways, as well as being able to use the results of assessment to improve teaching and learning” (Van der Horst McDonald, 2001: 92, Conley, 2010: 49, Donald, Lazarus & Lolwana 2006: 151).

1.2.3 Educator as support provider: the community, citizenship and pastoral role

1.2.3.1 Educator as support provider

According to the MRTEQ (Department of Education, 2011) the role of educators as a support provider involves addressing barriers to learning in the classroom, and responding to specific learning needs. Educators and learning support educators can support learners, who experience barriers to learning, if they have developed an inclusive, healthy classrooms environment. Donald, Lazarus and Lolwana (2006: 152) argue that, “the more the educators and the learning support educators understand barriers to learning and address them, the more they will benefit all the learners in the inclusive classrooms.” Thus many barriers to learning can be prevented.

1.2.3.2 Educator as community and citizenship

Vygotsky's theory of social learning stresses the fundamental role of social interaction and language in the development of cognition of the child. Language greatly enhances humans' ability to engage in social interactions, to and share their experiences (Vygotsky, 1978). Vygotsky (1978) states that cognitive development stems from social interactions from guided learning within the zone of proximal development as children and their partners' co-construct knowledge. He believed strongly that community plays a central role in the process of "making meaning" for the child's development. Bandura (1986: 206) on the other hand, highlights the idea that much of human learning occurs in a social environment. Thus, by observing other people's behaviour, individuals acquire knowledge of rules, skills, strategies, beliefs, and attitudes. Individuals also learn about the usefulness and appropriateness of behaviours by observing models and the consequences of modeled behaviours, and they act in accordance with their beliefs concerning the expected outcomes of actions.

Vygotsky (1982: 116), Bandura (1986: 206) stress that knowledge constantly evolves as the result of social interaction. What is taught, what is learned, and how it is learned cannot be separated from its social context. Therefore, knowledge cannot be taught as if it were static and unchanging. In addition, teaching and learning develops out of continuous social interaction between educators and learners. Educators (including parents, peers, and other mentors) mediate to learners the accumulated knowledge, skills, values, and understanding of their social context. Thus, learners bring their own knowledge, skills, values, and understanding from their particular social context to the teaching and learning situation (Donald, Lazarus & Lolwana, 2002; 2006).

Schaps and Solomon (1990) agree that schools should teach learners the behaviour that constitute being "socially responsible", but note that social responsibility is more than a set of learned skills or acquired habits - it is anchored in the development of deeply personal commitments to such core values as justice, tolerance, and concern for others.

Educators cannot expect learners to develop commitments of this kind in a vacuum. They must be able to see and experience these values in action in their daily lives, including their lives in

school. This is why schools must strive to become “caring communities”, imbued with these values, in which all learners become contributing, valued members (Schaps & Solomon, 1990).

1.2.3.3 Educator as pastoral role

According to Farrell and Ainscow (2002: 67-68):

“pastoral care implies a structure of roles taken up by named individuals whose task it is to manage incidents and processes that broadly relate to the care of the learners”. Therefore, this is likely to include disciplinary procedures, consulting with parents/guardians, liaising with statutory and voluntary agencies, contact with community groups in which the learner has a stake. This is the managerial aspect of pastoral care; it is likely to be taken up by selected educators and learning support educators.

The educators have practiced and promoted a critical, committed and ethical attitude towards developing a sense of respect and responsibility towards others. Thus, the educator has uphold the Constitution of the Republic of South Africa, and promote democratic values and practices in schools and society based on human dignity, the achievement of equality, and the advancement of human rights and freedom (The Constitution of the Republic of South Africa, Act No. 108 of 1996).

Within the school, the educator has demonstrated an ability to develop a supportive and empowering environment for the learner, and respond to the educational and other needs of learners and fellow educators (Department of Education, 2000, 2011). Furthermore, the educator has developed supportive relations with parents and other key persons and organisations, based on a critical understanding of community and environmental issues. Therefore, the competences of community, citizenship and pastoral role are, educators must understand diversity in the South African context in order to teach in a manner that includes all learners. Therefore, educators must be able to identify learning or social problems and work in partnership with professional service providers to address these problems.

1.3. PROBLEM STATEMENT

The Minimum Requirements for Teacher Education Qualifications (MRTEQ) (Department of Education, 2011) policy expects educators to perform the seven educator roles in the classrooms, as stipulated in the qualifications policy. However, it has been found by the research project “how teachers are playing out the seven roles in practice”, undertaken by the School of Education and Training Development at the University of Natal, in 1998, (Natal University, 1998, Harley, Barasa, Bertram, Mattson & Pillay, 2000: 292) that it was impossible for an individual educator to perform all these seven roles in a meaningful way.

The study further revealed that, among the roles played by educators, the mediator of learning emerged as the strongest category (specialist educator) that is needed in the classroom to support the learners to gradually acquire knowledge (Natal University, 1998, Harley, Barasa, Bertram, Mattson & Pillay, 2000: 292).

According to the Minimum Requirements for Teacher Education Qualifications (MRTEQ) (Department of Education, 2011), there are seven educator roles in the classroom that the teachers are expected to fulfill. Over and above these roles, educators are also expected to participate in extra-school programmes such as sports, cultural and artistic activities, and thus, using up their time, most probably to the detriment of not fulfilling their MRTEQ. Despite performing the MRTEQ, educators have to communicate with parents to discuss the well-being, conduct and progress of learners. Educators should also establish links between the school and the community.

The roles for the educators in terms of the MRTEQ, however, demands more when taking along the Education White Paper 6, that requires human resource development for classroom educators in terms of improving their requisite knowledge and skills and develop new ones for achieving the goal of an inclusive education and training system. Staff development at the school and district level was critical to put in place successful, integrated educational practices to support learners who experience barriers to learning in the Grade Six inclusive classrooms.

Educators in the inclusive classroom working with learners who experience barriers to learning might feel overwhelmed, as their teaching requires additional time and supporting of such learners. It also becomes a challenge to some educators, because they might feel that they do not have time, and in some instances, the necessary skills, to support the learners who experience barriers to learning (Natal University 1998, Harley, Barasa, Bertram, Mattson & Pillay, 2000, Dixon & Verenikin, 2007). Therefore, this study investigated the experiences of educators in performing the MRTEQ roles of educators in management of inclusive classrooms.

1.4. THE AIMS OF THE STUDY

The aim of this study was to explore the experiences of educators in management of inclusive classrooms as expected in the Minimum Requirements for Teacher Education Qualifications (MRTEQ) (Department of Education, 2011).

The study sought to:

1. Explore the experiences of educators in management of inclusive classrooms in terms of three educator's roles.
2. Understand how the three educator's roles affect the educators' responses to the educational needs of learners who experience barriers to learning in the inclusive classrooms.
3. Understand how the educators perform the three educator roles in management of English First Additional Language (FAL) in the Grade Six inclusive classrooms.

1.5. RESEARCH QUESTION

What are the experiences of educators in performing the Minimum Requirements for Teacher Education Qualifications roles in management of inclusive classrooms?

1.6. RESEARCH DESIGN AND METHODOLOGY

Yin (2009: 26) defines research design as logical plan for getting from here to there, where ‘here’ may be defined as the initial set of questions to be answered, and there is some set of conclusions, (answers) about the questions. Therefore, between ‘here’ and ‘there’ may be found a number of major steps, including the collection and analysis of relevant data. The research design indicates the general plan with regards to how the research is set up, what happens to the subjects and what methods of data collection are used (McMillan & Schumacher, 2010: 20).

According to Punch (2005: 47), “research design means connecting the research questions to data. The design is the basic plan for a piece of empirical research, and includes five main ideas: strategy, conceptual framework, who or what will be studied, and the tools and procedures to be used for both collecting and analysing empirical materials.” The researcher may follow either qualitative, quantitative or mixed methods i.e., in order to gather information. For the purpose of this study, the researcher followed a qualitative research design.

1.6.1 Qualitative research design

McMillan and Schumacher (2010: 321) define qualitative research methods “as an inquiry process of understanding where a researcher develops a complex, holistic picture, analyses words, reports detailed views of informants, and conducts the study in natural settings”. This study, of the experiences of educators in management of inclusive classrooms, lent itself towards a qualitative, exploratory and contextual research design. In using qualitative research design, the researcher hopes to gain understanding of the social world through direct personal experiences in real world setting. The researcher personally visited the selected participants in their specific schools to conduct in-depth interviews and collect data in their natural setting (Creswell, 2013: 44). Six participants were interviewed from the three selected primary schools.

1.6.2. Case studies

Yin, (2009: 18) describe case studies as “an empirical inquiry that investigate a contemporary phenomenon in depth and within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident”. Thus, case study research is a qualitative approach, according to which the investigator explores real-life, contemporary bounded system (a case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiple source of information for example, observations, interviews, audiovisual material, documents and reports (Creswell, 2013: 97).

In this study, the case studies of three selected primary schools were drawn to capture diversity of information and complexities of how the educators and learning support educators manage and perform the three of the seven educator roles, as expected in the Minimum Requirements for Teacher Education Qualifications (MRTEQ), Norms and Standards for Educators (NSE), and Education Labour Relations Council (ELRC) (Department of Education, 2011, 2000, 2004).

1.7. DATA COLLECTION

1.7.1 Sampling

There is no single method for the selection of research participants in qualitative research, but there is relative consensus amongst qualitative researchers that participants should be selected in terms of the contribution that they would be able to make in terms of the research purpose (Grinnell, 1993: 153; McMillan & Schumacher 2001: 169). In this study, participants would have acquired a diploma and/or degree qualification in teaching, have experience in teaching in an inclusive schooling environment, and have been teaching learners who experience barriers to learning for more than 10 years.

Purposeful sampling method was employed for its suitability to eliciting the most information rich sources in the field of research (Leedy & Onmorod 2010: 147). Participants were sampled from the three selected primary schools i.e., one inner city school, one township school in Tshwane South District Office (D4), and one rural school in Tshwane North District Office (D3). Purposeful sampling method is often used to access ‘knowledgeable people’ i.e., those educators and learning support educators who have in-depth knowledge about particular issues by virtue

of their professional role, power, access to networks, expertise or experience (Ball 1990, cited in Cohen, Lawrence & Morrison, 2007: 11). This means that the researcher selects individuals and sites for study, because they can purposefully inform an understanding of the research problem and central phenomenon in the study (Creswell, 2013: 156).

Data was collected through in-depth interviews, non-participatory observation and document analysis. The documents analysed included the Minimum Requirements for Teacher Education Qualifications (MRTEQ), Norms and Standards for Educators (NSE), Education White Paper 6, Special Needs Education and Training System and Education Labour Relations Council (ELRC) (Department of Education, 2011, 2000, 2001, 2004). In-depth Interviews were conducted at the three selected primary schools. Data collected was audio-recorded after being granted permission by the participants and it was explained to them that this is so as to enhance data collected through the transcripts, from the recordings and note taking. The in-depth interviews were conducted for 45 minutes per participant to give the participants enough time to answer the questions. Follow-up in-depth interviews were conducted with the same participants to cross check the credibility and trustworthiness of data collection.

1.7.1.1 Participants

In this study, six participants were interviewed. Three female educators and three female learning support educators formed the core focus of the participants as 'information rich-key informants' who are likely to be knowledgeable, informative and who could contribute significantly towards the study (McMillan & Schumacher, 2010: 350; Creswell, 2013: 94). The educators and the learning support educators were purposefully selected according to their experience of performing roles of educators in management of inclusive classrooms. These educators have in-depth knowledge of developing an inclusive, healthy classroom environment to support learners who experience barriers to learning in English First Additional Language (FAL) in the Grade Six inclusive classrooms as advocated by the Education White Paper 6 (Department of Education, 2001).

1.7.1.2 In-depth Interviews

McMillan and Schumacher (2004: 443) states that in-depth interviews can help the researchers to collect the kind of rich data necessary for a critical understanding of the ways in which individuals conceive of their world and explain or make sense of important events in their lives. In-depth interviews were used to collect data. The researcher hopes to gain an in-depth understanding of educators' experiences, thoughts and feelings regarding the management of Grade Six inclusive classrooms in terms of the three educator roles selected for this study.

The participants were interviewed in their schools, according to the interview time schedules agreed between the participants and the researcher. The interview protocol or schedules were developed so as to ensure that the interviewer asked the same questions of all participants.

The interviewed data were audio-recorded to complement note taking by the researcher, which ensured that data was captured in its natural form. This also allows the researcher to devote her time to the interviewee and to probe in-depth to obtain an accurate verbatim record of the interview, capture the language used by the interviewee, including hesitations and tone for details (Lewis & Ritchie, 2003)

1.7.1.3 Non-participatory observations

Non-participatory observations were conducted and the researcher visited the selected educators and observes them while teaching English First Additional Language (FAL) in the Grade Six inclusive classrooms. Other observations were conducted during break and the school context, in order to have an opportunity to record the selected roles in the course of the educators' day.

1.8. SITE

Site is a place where research was conducted, and in this study site means three primary schools in Tshwane Metro Municipality in Gauteng Province. Two primary schools are in Tshwane South District Office (D4) and one primary school is in Tshwane North District Office (D3) according to the District demarcation boundaries.

1.9. DATA ANALYSIS

According to Creswell (2008), the research questions are used to serve as a guide for conducting the analysis. Content analysis was used to identify themes and trends that run through the data for interpretation.

Content analysis is a systematic approach to qualitative data analysis that identifies and summarises message content (Neuendorf, 2002). Through content analysis, which is a process of looking at data from different angles with a view to identifying keys in the text, I might be able to understand and interpret raw data.

To ensure credibility of the data and analysis, member checking was conducted, where the interpretations were taken back to the participants to verify and correct where there might be misrepresentation of what they shared or where they would like to clarify and therefore enriching data and analysis further. Follow up interviews were conducted to enrich the data before final data analysis and interpretation.

1.10. CREDIBILITY AND TRUSTWORTHINESS

Credibility refers to the authenticity of the data, meaning that the data is a true reflection of the participants' experiences of the phenomenon under study (Guba & Lincoln 1994: 114). To ensure credibility and trustworthiness of this study, data triangulation was employed.

Data triangulation involves using diverse sources of data, so that one seeks out instances of a phenomenon in several different settings, at different points in time or space (Seale, 1999, Cohen, Manion & Morrisons, 2007; Maree & Van Der Westhuizen, 2009). In order to ensure the credibility of data analysis, audiotapes were used to record the interviews to enable the

researcher to cross check the transcript repeatedly. The research report was further taken to the participants and records their actions to that report to clarify the findings (Creswell, 2007; Cohen, Lawrence & Morrisons, 2001).

1.11. ETHICAL CONSIDERATIONS

The following ethical principles were adhered to. Permission to conduct research was obtained from the University of South Africa College of Education, Ethics Clearance Certificate Reference Number: 2013 OCT/7409346/CSLR and from the Research Ethics Committee, Gauteng Department of Education Research Committee, the three selected primary schools and the six participants of this study. The principle of voluntary participation in research, the participants participated voluntarily in this study and they were free to withdraw consent and discontinue from the research at any time without prejudice to them. The participants were also informed that they may, for example, refuse to answer any question and be interviewed at reasonable times.

The principles of informed consent guided the study, where the participants were informed that the research purpose is to understand the experiences of educators in management of inclusive classrooms. In gaining access to schools, I obtained permission from Tshwane South District Office (D4), Tshwane North District Office (D3), and the principals of the three selected primary schools.

The principle of deception, deception occurs in not telling the whole truth, telling lies or compromising the truth (Bailey 1994: 463, Cohen, Manion & Morrisons, 2011: 95). The researcher was honest about the purpose of the study, regarding where potential risk of harm to the participants exists. In some cases, researchers do not tell the whole truth to participants and they may not discover important information if they are not completely honest. This was not the case in this study. Debriefing may include sharing the results of the research (Cooper & Schindler 2001: 116). Adequate feedback was provided to the participants at the end of the research and during research session. This assisted in minimising ethical dilemmas such as withholding information about the true nature of the research. The principle of safety in participation, the participants of this research were not placed at a risk or harm of any kind. They were not exposed

to any form of personal injury or humiliation, stress and embarrassment. The principle of trust, the in-depth interviews were conducted in a manner that the participants gradually developed mutual trust, and answered the questions without bias. This mutual trust was not exploited for any personal gain or benefit, by deceiving or betraying the participants in the research route or its published outcomes.

The principle of privacy, confidentiality and anonymity, the identity of the participants, as well as information gathered, was kept anonymous and confidential (Denzin & Lincoln, 2013: 134-136). Pseudonyms were assigned to schools and the participants to conceal their identity.

Data was collected through in-depth interviews and the use of audio-tapes was permitted by the participants. The audio-tapes are stored in a safe place and undertaken to be destroyed when the study is completed (Maree, Creswell, Elof, Ferreira, Ivankova, Jansen, Niewenhuis, Piteresen, Plano-Clarke & Van der Westhuizen 2007: 42, McMillan & Schumacher, 2010: 338-339).

1.12. DEFINITIONS OF KEY CONCEPTS

Definition of key concepts forms the cornerstone of all research. This gave the researcher the opportunity to clarify her conceptual understanding of key terms employed in the study.

1.12.1. BARRIERS TO LEARNING AND DEVELOPMENT

Barriers to learning and development are defined as those factors that hinder teaching and learning. These can occur at all levels of the system. They include the following:

Factors relating to specific individuals. In the education system, this refers specifically to the learner (i.e., relating to the specific learning needs and styles) and educators (i.e., personal factors, as well as teaching approaches and attitudes).

Various aspects of the curriculum, such as content, language or medium of instruction, organisation and management in the classroom, methods and processes used in teaching, the pace of teaching and time available, learning materials and equipment and assessment procedures.

The physical and psychosocial environment within which teaching and learning occurs. This includes buildings as well as management approaches adopted.

Dynamics and conditions relating to the learner's home environment, including issues such as family dynamics cultural and socio-economic background, socio-economic status and so forth.

Community and social dynamics, which either support or hinder the teaching and learning process (Department of Education, 2002: 94).

1.12.2 DISTRICT-BASED SUPPORT TEAMS

The District-Based Support Teams (DBSTs) are officials who manage inclusive education in the district and “provide a coordinated professional support services that draws on expertise in further and higher education and local communities, targeting special schools and specialised settings, designated full-service schools and other primary schools and educational institutions” (Department of Education, 2005, 2008: 18).

According to the Education White Paper 6 (2001: 19-20), the purpose and function of the District-Based-Support Team (DBSTs) is to give support to all learners, educators and the system as a whole.

The focus point is on teaching and learning factors, which include the following:

- helping educators in a school create greater flexibility in the teaching methods and assessment of learners;
- providing illustrative learning programmes, support materials and assessment instruments;
- ensuring that the teaching learning framework and the environment are responsive to the full range of learning needs; and
- providing direct support to learners through supporting educators and school management with a particular focus on curriculum and school development.

1.12.3 DIVERSITY AND THE LEARNING CONTEXT

‘Diversity’ is ordinarily defined to reflect the purpose for which it is used. Sometimes, diversity is used negatively, to distinguish between groups perceived as ‘different’, as was the case in the old apartheid policies. It may however be used positively, to highlight ‘a richly diverse population’, creating awareness of opportunities and possibilities (Jacobs, Vakalisa & Gawe, 2011: 118).

Fenstermacher and Soltis (2009: 68) describe diversity as ‘finding a balance between the need for commonality in order to sustain the benefits of liberty and self-governance, and the need for difference in order to permit various cultures, languages and value orientations to survive, even flourish’. In other words, it is important that diversity be viewed not only in terms of race and colour, but in all aspects where differences occur.

Diversity refers to a range of differences, when many different types of things or people are included in something (Cambridge University, 2003: 356). It is also about respecting and acknowledging individual learning differences in the classroom (Donald, Lazarus & Lolwana 2002: 27).

Therefore, in education it is not enough to acknowledge diversity, where diversity should be mobilised to the advantage of learners. It is in this sense that Spencer (2004: 15) sees diversity as an opportunity to give others “a unique range of attributes and a distinctive view of the world”. Diversity in effective teaching may therefore be viewed as an opportunity to expand learners’ knowledge and opportunities. Consequently, responsive diversity pedagogy facilitates and supports the achievement of all learners. In such a classroom, effective teaching and learning occurs in a culturally supported, learner-centred context, whereby the strengths learners bring to school are identified, nurtured, and used to promote learner achievement. Richards, Brown and Forde (2006: 35), Gay (2000) refer to diversity as “culturally responsive pedagogy”. In their view, diversity comprises three dimensions:

- an institutional dimension: reflects the administration and its policies and values;
- a personal dimension: refers to the cognitive and emotional processes educators must

- engage in to become culturally responsive; and
- an instructional dimension: includes materials, strategies and activities that form the basis of instruction.

1.12.4 INCLUSION

Inclusion can be defined as shared value that promotes a single system of education, dedicated to ensuring that all learners are empowered to become caring, competent and contributing citizens in an inclusive changing and diverse society (Engelbrecht, Green, Naicker & Engelbrecht, 1999: 6). According to Salend (2001: 5), inclusion seeks to establish collaborative, supportive, and nurturing communities of learners that are based on giving all learners the services and accommodations they need to learn, as well as respecting and learning from each other's individual differences. All learners must have opportunities to learn and play together and participate in educational, social and recreational activities in an inclusive school. These inclusion practices, which promote acceptance, equity and collaboration are responsive to individual needs, and embrace diversity.

1.12.5 INCLUSIVE CLASSROOMS

Inclusive classrooms are teaching and learning spaces, where all learners are integral members of classrooms, feel connection to their peers, have access to rigorous and meaningful general education curricula and receive the collaborative support to succeed (Causton-Theoharis, 2009). In inclusive classrooms, educators are reflective practitioners, who are flexible, responsive and aware of learners' needs. They think critically about their values and beliefs, and routinely examine their own practices for self-improvement, so as to ensure that all the learners' needs are met. Educators individualise education for all learners in terms of assessment techniques, curriculum accessibility, teaching strategies, technology, physical design adaptations, and a wide array of related services based on their needs. Learners are given multimodality curriculum, as well as challenging educational and social experiences that are consistent with their abilities and needs (Salend, 2001: 7).

1.12.6 INCLUSIVE EDUCATION

Inclusive education is concerned with bringing together learners in a school context from all races in a shared learning environment, despite their abilities. It is interested in the support that learners with various needs should receive and espouses to treat all learners equal (Tabane, 2009: 27). Thus, according to Education White Paper 6, inclusive education means education that is non-discriminatory in terms of disability, culture, gender or other aspects of learners or staff that are assigned significance by society. It involves all learners in a community without expectations and irrespective of their intellectual physical, sensory or other differences, having equal rights to mainstream classrooms. Inclusion emphasis diversity over assimilation striving to avoid the colonisation of minority experiences by dominant modes of thought and action (Ballard, 1997: 224 – 245). Swart (2004: 233) share a similar conviction, and describes inclusive education as a practice of promoting the participation and competence of every learner, regardless of age, gender, ethnicity, language, class, disability and HIV status.

This can be realised only in a unified education system, where all role-players work together and are supported in creating learning communities that meets the diverse learning need of every learner.

Although inclusion means different things to different people in different contexts, there are commonalities:

- a commitment to building a more just society;
- a commitment to building a more equitable education system; and
- a conviction that extending the responsiveness of mainstream schools to learner.

Diversity (particularly for a marginalised groups of learners) offers a means of turning these commitments into reality.

The Centre for Studies on Inclusive Education, a Centre situated in Bristol in the United Kingdom to promote inclusive education in England (CSIE) (2016: 2), defines inclusive education as “children – with and without disabilities or difficulties – learning together in ordinary pre- school provision, schools, colleges and universities with appropriate networks of support”. The Centre’s

stance is that successful schools regard all learners as rightful members of the school they would attend, and the classes in which they would participate, if they did not have disabilities. Each learner is provided with an instructional curriculum to meet his or her individual needs and learning styles, with the result that standards vary with each child and all educational staff share responsibility (Niewenhuis, Beckmann, & Prinsloo 2007: 149).

1.12.7 INCLUSIVE SCHOOLS

Inclusive schooling constitutes one aspect of school change and effective school leadership programmes. Inclusive schools try to provide a complete education to all students who are enrolled. Thus, an inclusive school has been described as one that caters to the needs of all learners, where all learners are valued and respected (Dixon & Verenikina, 2007: 193). All learners must have opportunities to learn and play together and participate in educational, social and recreational activities in an inclusive school. These inclusion practices, which promote acceptance, equity and collaboration are responsive to individual needs and embrace diversity (Department of Education, 2001, 2009).

Salend (2001: 7) also identifies individual needs as a principle for an effective inclusive school. Effective inclusion involves sensitivity to and acceptance of an individual's needs and differences. Educators cannot teach the learners without taking into account the factors that shape their learners and make them unique, namely forces such as disability, race, linguistic background, gender and economic performances and socialisation. Therefore educators, learners, as well as family members, must be sensitive to individual needs and differences. In inclusive classrooms, all learners are valued as individuals capable of learning and contributing to society. They are taught to appreciate diversity and to value and learn from one another's similarities and difference.

An inclusive school curriculum, encourages all learners to work at their own pace, affirms the rights of all learners to do their best, creates sound learning opportunities for all learners, encourage a nurturing and accepting atmosphere and encourages flexibility of lesson content and process (Winkler, Modise & Dawber, 2004: 47).

1.12.8 LEARNING SUPPORT EDUCATORS

Learning support educators are educators who have specialised competencies to support learners, other educators, and the system as a whole, to ensure effective learning by all learners. These include educators formerly referred to as “remedial”, “special class” teachers. Such educators should have the capacity to adapt the curriculum to facilitate learning among learners with diverse needs and support learners who experience specific impairments or disabilities and who may require learning support, and they would play a central role in the Centre of Learning or School-Based Support Teams (SBSTs) (Department of Education, 2008).

1.12.9 MAINSTREAMING

Mainstreaming refers to the placement of learners with diverse needs in general education classrooms, with appropriate instructional support (Harriett, 2004: 137). When learners are mainstreamed, they are usually prepared prior to placement into general education and are expected to keep up with general classroom expectations. They have the same or nearly the same curriculum as general education learners, and are expected to fit into the general curriculum and classroom. Within the inclusive classroom, the educator is expected to make adaptations to provide a suitable environment for learners with learning barriers.

According to Education White Paper 6 (Department of Education, 2001: 17), mainstreaming is concerned with getting learners to ‘fit into’ a particular kind of system or integrating them into this existing system. It is also about giving some learners extra support so that they can ‘fit in’ or be integrated into the ‘normal’ classroom routine. In mainstreaming, learners are assessed by specialists, who diagnose and prescribe technical interventions, such as the placement of learners in programmes. Thus, mainstreaming focuses on changes that need to take place in learners so that they can ‘fit in’. In mainstreaming, the focus is on the learner.

1.12.10. SCHOOL-BASED SUPPORT TEAMS

The School-Based Support Teams (SBSTs) could be the structure around which support for schools is developed (Cann, 2003: 3). A team of educators, other professionals, parents and learners might be represented in this structure. Its primary functions are to support the learning

process by identifying and addressing barriers to learning and participation, as well as accessing support from the community. The School-Based Support Teams (SBSTs) might be strengthened by the inclusion of expertise from local and district communities (Department of Education, 2008, 2014).

1.13 CHAPTER DIVISIONS

CHAPTER 1: INTRODUCTION AND OVERVIEW OF THE STUDY

In Chapter 1, an overview of this study was provided. This includes a brief background and rationale of the study, the problem statement, aims of the study, and research questions. Further to this, the assumption on which the study was based, the research design and methodology was presented.

The research site, sampling, and the methods used to collect data were also presented. Strategies for ensuring the credibility and trustworthiness of the study as well as ethical considerations were briefly explained.

CHAPTER 2: LITERATURE REVIEW

In Chapter 2, literature review and the theoretical framework for the study were discussed. This included consulting the relevant and authoritative literature that related to the experiences of educators in performing roles of educators in management of the Grade Six inclusive classrooms.

CHAPTER 3: RESEARCH PROCESS

In Chapter 3, the research design, research methodology and the research process applied in this study were outlined and discussed. The methods of data collection, data analysis and interpretation were discussed and justified.

CHAPTER 4: RESULTS AND ANALYSIS OF THE STUDY

In Chapter 4, the presentation and discussion of the data obtained during this study were provided and discussed in detail. Data was analysed, a detailed discussion of the findings follows, and finally an interpretation of the results were presented.

CHAPTER 5: FINAL CONCLUSIONS AND FUTURE RECOMMENDATIONS

In Chapter 5, a summary of the research was presented; conclusions that linked the results of this study to the research questions posed in Chapter 1, and the question posed as to what the experiences of educators in performing roles of educators in management of the Grade Six inclusive classrooms according to the Minimum Requirements for Teacher Education Qualifications. Finally, recommendations and the focus for further research were suggested.

1. 14. SUMMARY

For inclusion to work, educational practices must be learner-centered. This means that educators must discover where each of their learners are academically, socially and culturally to determine how best to facilitate learning. Indeed, child-centered educators view their role more as being facilitators of learning, rather than simply transmitters of knowledge. Therefore, skills in curriculum-based assessment team teaching mastery learning, assessing learning styles, and modifying instruction to adapt learners' learning styles, other individualised and adaptive learning approaches, cooperative learning strategies, facilitating peer tutoring and "peer buddies" or social skills training are important for educators to develop and use in inclusive classrooms (Niewenhuis, Beckmann & Prinsloo; 2007: 149). Soffer (1994) has emphasised that these are not just good special educational practices, but are good practices for all educators generally.

The next chapter, (Chapter 2) focused on the investigation of the three educator roles and its practical competencies selected for this study. The principle according to which an inclusive

classroom is built was stressed, and the most important characteristics of inclusive education were discussed. Lastly, the elements of the management of inclusive classrooms were discussed.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 INTRODUCTION

This study focuses on learners who experience barriers to learning in English First Additional Language (FAL) in the Grade Six inclusive classrooms, and on how the educators and the learning support educators perform the seven roles of educators in their classes to support these learners to overcome their learning barriers. Learners who experience barriers to learning are diverse and can cover impairments from special educational needs and/or barriers to learning, such as socio-economic conditions, attitudes, inflexible curriculum, language and communication, and inaccessible or unsafe building environments (Department of Education, 1997: 11).

Full-Service schooling is aimed at inclusion, examining what can be done to increase learning and participation in curriculum, and addressing and removing various barriers that hamper learning (Department of Education, 2005: 6). The Department of Education (DoE, 2005b: 10) having expressed a wish to realise inclusion, full-service schools would have to be prepared to explore and address the challenges of everyday school life through a form of capacity-building for the educators that aimed at transforming the whole school context.

2.2 THEORETICAL FRAMEWORK

The theoretical framework for this study was based on Vygotsky's theory of learning and development, the zone of proximal development (ZPD) and its application in management of English First Additional Language (FAL) in the Grade Six inclusive classrooms (Vygotsky, 1978). The Minimum Requirements for Teacher Education Qualifications (MRTEQ) (Department of Education, 2011, 2015) outlined the seven roles of educators to be performed in classrooms, thus, this study is focused on three of the seven roles of educators, namely, the educator as learning mediator, community, citizenship and pastoral role and assessor. The rationale for selecting these three roles of educators is based on my personal values, passion of teaching, and

supporting learners who experience barriers to learning in English First Additional Language (FAL) in the Grade Six inclusive classrooms, as well as to limit the scope of the research.

Potenza (2002: 1) indicated that the educator as learning mediator requires being sensitive to the needs of the learners, constructing appropriate learning environments, and demonstrating sound knowledge of their learning area or subject and to be an inspiration to the learners in their classrooms. Vygotsky's theory of learning and development, the zone of proximal development (ZPD) (Vygotsky, 1978) places emphasis on the fact that learning and development are interrelated from the child's very first day of life. According to Vygotsky, during mediation of learning, educators should ensure that learning be matched in some manner with the child's development level (Vygotsky, 1978: 85).

Coffey (2009: 1) has indicated that in a classroom setting, the educators are responsible for structuring interactions and developing instruction in small steps, based on tasks the learners are already capable of performing independently, in an instructional strategy known as scaffolding. The educators are also charged with providing support until the learners can move through all tasks independently. Zeuli (1986: 3) has mentioned that, in order for educators to guide learners through the tasks associated with learning a concept, they must "understand how cognitive tasks fit into the child's cultural activities" These tasks are called "scaffolds," which are tasks or levels on which the educators build to develop learners' zone of proximal development. According to Zeuli (1986: 3), instruction should emphasise connections to what the learners already know in other familiar context.

Vygotsky (1962: 108) suggest that these connections do not have to take place immediately, but that, "in the course of further schoolwork and reading," learners can make the association between concepts and experience. Vygotsky describes the educator's role as assisting learners in the recognition of decontextualised systematic concepts. Vygotsky contends that "instruction cannot be identified as development, but properly organized instruction will result in the child's intellectual development, will bring into being an entire series of such developmental processes, which were not all possible without instruction" (Vygotsky, 1962: 108).

Rowlands (2006: 89) further emphasised that teaching happens most effectively when assistance is offered at a particular point in the zone of proximal development where the learners requires help from educators, and there is a distinction between what the learners have mastered and where they are in the process of learning. Thus, within the classroom the person who is more knowledgeable is not always the educator; learners can also be placed in collaborative groups with others who have demonstrated mastery of tasks and concepts of English First Additional Language (FAL) in the Grade Six inclusive classrooms, and be given the opportunity to discuss and share their knowledge and experience with other learners.

The educator as support provider in terms of community, citizenship and pastoral roles, involves developing a sense of respect and responsibility towards others, upholding the Constitution of the Republic of South Africa and promoting democratic values and practices in schools (Potenza, 2002: 1, Department of Education, 2011, 2015 & RSA, 1996). Essential to this role is the development of supportive relationships with parents and other key people and organisations in the community. Assessment is an essential feature of the teaching and learning process, and should be integrated into it on a continuous basis.

Educators need to understand the various purposes of assessment, including identifying the needs of their learners, planning learning programmes, tracking learner progress, diagnosing problems and helping learners to improve their work, judging the effectiveness of the learning programmes and assessing their own teaching. Educators are expected to design and manage both formative and summative assessment, and to keep detailed and diagnostic records of learners' performance (Department of Education, 2011: 52-53; 2014: 16).

2.3 INCLUSION OF ALL LEARNERS IN MAINSTREAM SCHOOLS

According to UNESCO (1994: 11-12), the Salamanca Statement and Framework for Action on Special Needs Education adopted by the world conference on special needs education in Salamanca, Spain “reaffirmed commitment to Education for All, recognizing the necessity and urgency of providing education for children, youth and adults with special educational needs within the regular education system”, and further endorsed the framework for action on special

needs education, that governments and organisations may be guided by the spirit of its provisions and recommendations.

The Salamanca Statement and Framework for Action on Special Needs Education (UNESCO, 1994: 6), proclaims that,

every child's have fundamental right to education and maintains that because children are unique, education should be designed to take into account diverse characteristics and needs. It suggests that ordinary schools should be accessible to children with special educational needs and that learning should be secured through appropriate pedagogy.

In the light of this, countries in the developed and developing world have been moving their education system towards being more inclusive, meaning that children and young people with diverse learning needs are being supported within ordinary (sometimes called regular or mainstream) classes (Maringe & Prew, 2014: 211)

2.3.1 National and international legislation, policies and inclusive practices in mainstream schools

An inclusive approach has a relatively long history that is based on comprehensive and detailed legislation emanating from different countries. South Africa, like many countries such as the United States of America (USA), Great Britain, New Zealand, Australia and Canada, ascribe to the United Nations Convention on the Rights of Persons with Disabilities, which clearly states that all the states must guarantee persons with disabilities their potential rights, create the opportunities for them to exercise this right on an equal basis with others, and ensure that children with disabilities are able to access an inclusive, quality and free primary and compulsory education and secondary education on an equal basis with others in the communities in which they live, and that persons with disabilities are not excluded from the general education (Article 24 of the UNCRPD, 2007: 16). In response to the United Nations Convention, South Africa adopted the White Paper on the Rights of Persons with Disabilities (WPRPD) (RSA, 2016) so as to align itself with the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) (2007).

2.3.1.1. Legislation and policy in the United States of America

In the United States of America, inclusive education is based on Public Law 94-142, previously known as Education for All Handicapped Children Act (EHCA of 1975). The Act was later reauthorised and renamed as the Individuals with Disabilities Education Act (IDEA, 1997, 2001 & 2004). The Act provides that learners with disabilities are to be educated with children who are not disabled, to the maximum extent appropriate, and that the removal of children with disabilities from the regular educational environment occurs only when the nature of severity of the disability is such that education in regular classes with supplementary aids and services cannot be achieved satisfactorily (34 C.F.R. 300-550 (b) US Office of Special Education Programs (IDEA 1997: 206).

The Individuals with Disabilities Education Act (IDEA, 1997, 2001 & 2004) requires states to develop procedures for educating each child in the least restrictive environment, an appropriate setting most like that of peers without disabilities, that meets the learning needs of individual child with a disability, and that is as close to an experience of general education as possible (Woolfolk, 2013: 132; Snowman & Biehler, 2006: 180). Quite simply, this means that learners with specific learning needs should, wherever possible and with appropriate support, be educated along with others through the regular school curriculum. Only where it is absolutely necessary, in terms of the learner's particular needs, should he be educated in a separate, specialised setting.

2.3.1.2 Legislation and policy in Great Britain

The Labour Government in England issued the 1997 Green Paper on Special Needs Education, which acknowledges inclusive education in Britain, and supports the United Nations Educational, Scientific and Cultural Organisations (UNESCO) (1994 & 2004), referred to as the Salamanca World Conference Declaration (Vitello & Mithaug 1998: 114). British government special educational needs Code of Practice (DFE, 1994) has formalised the expectation that schools will have staff with designated responsibility for coordinating special needs provision, for deploying rigorous assessment procedures to identify needs, and for meeting those needs for the most part within the ordinary classroom and out of their own resource. In other words, special needs

provision would no longer be something that would be separate from mainstream education conducted outside the ordinary classroom, and the responsibility of 'special' teachers. Instead, it would be the responsibility of the 'whole school' taking place within ordinary classrooms, and delivered by ordinary teachers. Placements of learners with learning difficulties in special schools will be seen as very much a last resort.

Generally, the English education system and its special needs provision is informed by the notion of equity and the value of the individuals to participate in shared communities, curricula and learning experiences. According to the Warnock Report' famous declaration, the purpose of education for all children is the same (December 1978, 1.4). Therefore, learners with learning difficulties must be taught according to their individual learning characteristics, abilities, and needs. These learners must be educated with their peers in the same institution in ordinary classrooms and within a common national curriculum (Vitello & Mithaug, 1998: 115).

2.3.1.3 Legislation and policy in Australia

The Disability Discrimination Act of 1992 (DDA) is a piece of federal Australian legislation that indirectly covers the area of education and effectively ensures that educational services are provided to learners with disabilities. The Act defines disability as including a range of more traditional impairments, for example physical, intellectual, psychiatric and sensory. Certain impairments are not recognised as disabilities in educational settings in Australia, for example learning disabilities, behavioural problems and attention deficit, hyperactivity disorder and physical disfigurement. In addition, the DDA recognises disabilities that individuals may presently experience, may have had in the past or may have in the future.

The Commonwealth government's priorities for schooling are aimed at

ensuring that all learners are allowed to release their full potential, so that they leave school with the knowledge, skills and attitude appropriate to their post-school destinations, and they have a sound foundation for undertaking further education and training, participating successfully in the work force,

and contributing to and benefiting from Australian society (Commonwealth Department of Education, Science and Training 2002: p vi).

Further to this, according to the Adelaide Declaration of National Goals for schooling in the Twenty-first century (Ministerial Council on Education, Employment Training and Youth Affairs, 2002) Goal 3.1 relates specifically to learners with disability. It states that schooling should be socially just so that learners' outcomes from schooling are free from the effects of negative forms of discrimination based on sex, language, culture and ethnicity, religion or disability, and of differences arising from learners' socio-economic background or geographic location.

All the special education policies of the states and territories in Australia recognise the ability of every learner to learn, and they recognise the need to focus on learners' strengths and needs, not just on their weaknesses and they recognise that instruction must be individualised to the extent necessary for their educational experience to be positive for the learners. There is also an agreement that learners with disability should be placed in the least restrictive environment, and be taught according to the individualisation of the educational programme.

According to the Australian inclusive education policy, learners with disabilities should be educated in the company of their peers while also being with curriculum and support that effectively meet their needs (Department of Education, Tasmania, 1997).

2.3.1.4 Legislation and policy in Canada

Vitello and Mithaug (1998: 132) have noted that the Canadian Public Policy Report on Special Needs Education was published five years after Public Law 94-142 of the United States of America. The Education Amendment Act Bill 82 of 1980 passed by the province of Ontario is the first mandatory special educational legislation in Canada, which states that learners with a disability must attend school in a neighbourhood school.

The fundamental rights of Canadians are guaranteed by the Canadian Charter of Rights and Freedom. As the supreme law of Canada, the Charter guarantee every individual equality before and under the law, the right to equal protection and equal benefits of the law without

discrimination, and in particular, without discrimination based on race, age, or mental or physical disability.

It is important to note that inclusion in Canada means that learners with disabilities will attend the school or classroom that they would attend if they were not disabled. In Canadian schools, services are brought to the child, rather than the child being removed to a particular school in order to access services (Vitello & Mithaug, 1998: 133).

2.3.1.5 Legislation and policy in South Africa

Inclusion in the South African Education system is entrenched in the Constitution of the Republic of South Act No. 108 (South Africa, 1996a), which itself is grounded in the values of human dignity, the achievement of equality and the advancement of human rights and freedom (South African Schools Act No. 84 of 1996b: 34). For this reason, the move towards inclusion in the South African education system espoused at maximising the participation of all learners in the curriculum and developing them to become fully functioning citizens, who can participate meaningfully in the South African economy, and be able to compete globally. Salamanca Statement and Framework for Action on Special Needs Education, (UNESCO, 1994: 59) argues that inclusion is the guiding principle that informs the framework, which accompanies the statement that school should accommodate all learners regardless of their physical, intellectual, social, emotional, linguistic or other conditions.

The White Paper on the Rights of Persons with Disabilities (WPRPD) (RSA, 2016: 21) states that, “inclusion is regarded as a universal human right and aims at embracing the diversity of all people irrespective of race, gender, disability or any other differences.” Inclusion is about equal access and opportunities and eliminating discrimination and intolerance for all. It is about a sense of belonging: feeling respected, valued for who you are; feeling a level of supportive energy and commitment from others, so that you can best fully participate in society with no restrictions or limitations. Inclusion implies a change from an ‘individual change model’ to a ‘system change model’ that emphasises that society has to change to accommodate diversity, i.e., to accommodate all people. This involves a paradigm shift away from the uniqueness of people, to

the nature of society, and its ability to respond to a wide range of individual differences and needs.

Mastropieri and Scruggs (2007: 46), came to view ground diversity as a major feature of classrooms in the 21st century, and reflected on what they referred to as a “salad bowl” of multilingual and multicultural society. The analogy of a salad bowl is different from that of the more traditional “melting pot” where all the different ingredients assimilates into “oneness”, however in the “salad bowl” the ingredients contribute to the goodness of the dish without losing their characteristic features. Therefore, the focus of inclusion should no longer be on the “specialness of the learner and/or the education they need, but rather on increasing participation by the removal of barriers to learning in order for the learners to reach their full potential” (Bornman & Rose, 2010: 52).

Donald, Lazarus and Lolwana (2002: 23) state that inclusion is a broad philosophical and principled position that all children should have the same educational rights. In South Africa, this position relates to the Bill of Rights, which protect all children from discrimination whether this is linked to race, gender, social class, language, religion or ability. It commits educators to and providing a process of education that is appropriate to the needs of all children, whatever their origin, background, or circumstances. Lorenz (2002: 35) also defines inclusion as celebrating the diversity, responding to the acceptance of individual differences and building on their strengths to ensure full participation of all learners in the education system. Following the Salamanca Statement (UNESCO, 1994: 59) on the definition of inclusion, the Department of Education initiated the implementation of full-service schools to promote inclusion, but if really committed to achieving inclusion of all learners in mainstream schools, it had to define a set of principles and move practical aspects to guide the transition process to Inclusive Education.

Sapon and Shervin (2007: 6) argue that inclusive education requires educators to be responsive to the whole child, and not just to one aspect or characteristic. This definition in line with the South African policy on inclusion expressed in White Paper 6 (Department of Education, 2001: 6), as changes in attitudes, behaviour, teaching methodologies, curricula and environment to meet the diverse needs of all learners. The education system should, therefore, be transformed, if it is

to respond to the needs of all learners, but the effective implementation of inclusive education goes beyond ideals and policies. Amongst other demands, it requires training and retraining of educators, and they should also feel supported by School-Based Support Teams (SBSTs) and District-Based Support Teams (DBSTs) in their efforts to promote learner success and positive interdependence in the classroom. To understand the challenge, specifically in terms of full-service schools, it is necessary to examine their development and the practical difficulties facing inclusion in the South African education system.

In South Africa, the placement of learners with special needs as Donald, Lazarus and Lolwana (2006: 18) have indicated is called mainstreaming. Mainstreaming has commonly been used to refer to the placement of a child with 'special needs' in the mainstream or regular setting. The concept of inclusion and inclusive education has broader implication than the term 'mainstreaming', and they are the preferred terms today. Inclusion recognises and respects the differences among all learners and builds on the similarities. It supports all learners, educators and the system as a whole so that the full range of learning needs can be met (Department of Education, 2001: 21). Thus, the focus is on teaching and learning, with the emphasis on the development of good teaching strategies that will be of benefit to all learners. Inclusion focuses on overcoming barriers that prevent it from meeting the full range of learning needs.

The focus is on adaptation of support system available in the classroom. With mainstreaming learners who experience barriers to learning, receive additional support so that they are able to be integrated into regular classroom routines. Learners are assessed by specialists who diagnose and prescribed technical interventions, such as the placement of learners in selected programmes (Department of Education, 2001: 17). Furthermore, in South Africa mainstreaming, integration and inclusion are important to protect the rights of all children, whatever their 'disability' barriers or difficulties are; they have to be treated as normal as possible (not labeled and separated) the Constitution of the Republic of South Africa Act No. 108 (South Africa, 1996a).

Thus, mainstreaming assumes that learners with disabilities share the same physical space (classroom, playground, etc.) with those who have no disabilities, but the primary responsibility for these learners' education remains with a special education teacher or resource person, who

ensures that these learners' needs are met. Consequently, inclusion is the ultimate objective of mainstreaming, and thus, it involves the elements of participation, accountability, non-discrimination, empowerment and an express to human rights standards (WPRPD) (RSA, 2016: 45).

2.4 THE DEVELOPMENT OF FULL-SERVICE SCHOOLS IN SOUTH AFRICA

The Department of Education (DoE, 2002: 43) pointed out that engagement in the process of inclusion was an imperative departure for ordinary schools converted into full-service schools. Full-service schools were to be primarily mainstream education institutions that could provide quality education to all learners, by supplying the full range of learning needs in an equitable manner, whilst striving to achieve access, equity, quality and social justice in education (Department of Education, 2001: 14).

The DoE (2005b: 10) states the aim of full-service schools to be the provision for everyone to learn and participate fully. All development and work in the schools would strive to achieve these goals, by sharing expertise and constantly thinking about the development of both educators and learners. A Full-Service School would be prepared to explore and address the challenges of everyday school life, through capacity building among educators, and on-going institutional development aimed at transforming the whole school.

The DoE (2005b: 14) also envisage a full-service school to be a beacon of the transformation process in education, by developing cultures, policies and practices that celebrate diversity, respect differences and value innovation and problem-solving. It would create a safe and supportive environment in which educators would be motivated and supported in their work, where learners would feel a sense of belonging whilst able to engage in the learning process, and where caregivers would be valued, and involved in the life of the school community.

2.4.1 Full-Service Schools

Full-service schools are, first and foremost, mainstream education institutions that provide quality education to all learners by supplying the full range of learning needs in an equitable manner (Department of Education, 2010: 7). These schools strive to achieve access, equity and social justice in education and promote a sense of belonging so that all learners and families experience a sense of worth in the learning community. Thus,

Full-service schools have the capacity to respond to diversity by providing appropriate education for the particular needs of each learner, irrespective of disability or differences in learning style or pace, or social difficulties experienced and establish methods to assist curriculum and institutional transformation to ensure both awareness of diversity, and that additional support is available to those learners and educators who need it (Department of Education, 2010: 7).

Full-service schools are ordinary schools that are inclusive and welcoming of all learners in terms of their cultures, policies and practices. These schools increase participation and reduce exclusion by providing support to all learners to develop their full potential irrespective of their background, culture, abilities or disabilities, their gender or race. These schools will be strengthened and orientated to address a full range of barriers to learning in inclusive education settings, so as to serve as flagship schools of inclusivity (Department of Education, 2014: 9). Thus, a full-service school can be understood to be a place where every learner belongs, and is accepted and supported by his/her peers and other members of the school community in the course of having his/her educational needs met.

2.4.2 The ethos and principles of full-service schools

The ethos of full-service schools embraces the vision of a society for all, based on the United Nations Declaration of Human Rights, and the Convention on the Rights of Persons with Disabilities (Department of Education, 2010: 7), the realisation of which requires that they adopt a holistic, flexible and accommodative approach to development and upholds a spirit of collaboration among all members of the school community as well as reaching out to various stakeholders around the school. Full-service schools celebrate diversity through recognising

potential, increasing participation, overcoming and reducing barriers, and removing stigmatization and labeling of all learners. This philosophy is based on beliefs that support inclusion (Department of Education, 2005: 9), such as:

- Everyone in the school is responsible for the education of each learner, regardless of their learning needs.
- Everyone in the school is focused on meeting the needs of all learners in a unified system of education.
- All educators have skills and knowledge that can and should be used to support the efforts of each educator to ensure the success of all learners.
- All learners benefit from participation in mainstream institutions and should be shown respect for their unique, personal forms of growth and contribution.

These values fit the description of inclusive education and training system as put forward in the Education White Paper 6 Department of Education (DoE, 2001: 16):

Inclusive education and training

- acknowledges that all children and youth can learn, and need support;
- accepts and respects that all learners are different, have different learning needs which are equally valued and an ordinary part of our human experience;
- enables educators to meet the needs of all learners;
- acknowledges and respects differences in learners such as to age, gender, ethnicity, language, class, disability or HIV status;
- changes attitudes, behavior, teaching methodologies, curricula, and the environment to meet the needs of all learners;
- maximises the participation of all learners and minimizes barriers to learning; and

- empowers learners by developing their individual strengths and enabling them to participate critically in the process of learning.

2.4.3 The role of full-service schools

According to the Guidelines for Full-Service Schools (Department of Education, 2009: 16-17), the role of full-service schools is, inter alia, the following:

To provide access to moderate levels of additional support, resources and programmes, thus considering learners learning styles when planning and presenting lessons in English First Additional Language (FAL) in the Grade Six inclusive classrooms. Furthermore, Full-Service Schools should provide in the school to learners and teachers by means of competent and experienced learning support educators, whose tasks should include consulting and working with other teachers, parents and various outside agencies to ensure success. The role of full-service schools is also to support neighbouring schools with knowledge, information, assistive devices regarding barriers to learning, and work in close collaboration with the district-based support teams (DBSTs) to coordinate support.

Full-service schools should work in collaboration with, and provides support to other schools in the area so that a range of learning needs can be addressed mainly in learners' neighbourhood schools. It welcomes teachers from schools in the area to learn new skills and ideas in the school. It does not encourage admission of learners who experience barriers to learning from neighbourhood schools but provides guidance and skills to them. The services of a full-service school might be run in collaboration with various service providers from the community (the assets in the community) (Department of Education, 2009: 17-18).

2.5. INCLUSIVE CLASSROOMS

Inclusion is defined as a shared value, which promotes a single system of education dedicated to ensuring that all learners are empowered to become caring, competent and contributing citizens in an inclusive, changing and diverse society (Engelbrecht, Green, Naicker & Engelbrecht, 1999: 6). This means including different teaching strategies and learning styles in the classrooms to cater for learners with special education needs resulting from learning or physical disabilities.

The Education White Paper 6 (Department of Education, 2001) emphasises that all learners can learn given the necessary support, and that school should create conditions for learners to succeed in their learning and thus, reach their full-potential.

Jacobs, Vakalisa and Gawe (2011: 121) argue that, to develop inclusive classrooms, educators should have an understanding of each learner's needs and barriers to learning, including various learning options to suit learner's different abilities. Educators should also affirm efforts, build confidence and encourage questions, reasoning and experimentation. Thus, educators should try to ensure that learners remain challenged without undue stress. In terms of assessment educators should give learners with disabilities (appropriate) extra time to complete tasks. Depending on the nature of disability, educators should give appropriate, practical assistance to complete tasks. It is crucial for educators and the learning support educators to have an understanding of each learner's needs and barriers to learning; this will assist them in the selection of the most effective support strategies. This means not all teaching methods and strategies are effective for all learners due to individual differences and varying support needs.

2.6. THE SEVEN ROLES OF EDUCATORS

The roles of educators refer to different parts educators have to play, or functions they have to perform, as facilitators of learning. Whether or not inclusion occurs in the classroom depends entirely on the educators' personal theoretical frameworks regarding what teaching is about, and how human beings learn. In recognition of the vital part played by educators, the Department of Education identifies the following seven roles of educators (Department of Education, Norms and Standard for Educators, 2000: 13-14; Education Labour Relations Council for Educators, 2004: 67; Higher Education Quality, 2010: 49-50, and the Minimum Requirements for Teacher Education Qualifications, 2011: 49-50).

The seven roles of educators are:

- learning mediator;
- interpreter and designer of learning programmes and material;

- leader, administrator and manager;
- scholar, researcher and lifelong learner;
- community, citizenship and pastoral role;
- assessor; and
- learning area, subjects, discipline or phase specialist.

In this study, the researcher has explored the experiences of educators in management of English First Additional Language (FAL) in the Grade Six inclusive classrooms. The focus was on the three selected educators roles from the seven educators roles namely, the educator as a learning mediator, the educator as assessor of learning and the educator as support provider, in community, citizenship and pastoral roles.

Weeks (2008: 213-214) argues that, for many learners in the intermediate phase of the Grade Six inclusive classroom, English is learned as a second or even third language, which causes barriers to learning in written languages, for example: where the learners' sentences are short and the content is insignificant and rudimentary; written essays are short and the content is incoherent and insignificant; sentence structure (word order) is incorrect; learners are incapable of writing down the correct version of a sentence they have formed correctly in speech; and their work (or task) is often incomplete. This poses a challenge for the educators and learning support educators since they have to mediate learning and create sound learning opportunities for all learners, and accommodate diversity in the classroom. Thus, educators and learning support educators play a crucial role in facilitating support through curriculum adaptation and using differentiated lessons to meet learners' different needs (Department of Education, 2001).

2.6.1. The educator in a mediation role

According to the Minimum Requirements for Teacher Education Qualifications (MRTEQ) (Department of Education, 2011) and the Norms and Standards for Educators (Department of Education, 2000), the educator will mediate learning in a manner which is sensitive to the diverse needs of learners, including those with barriers to learning, construct learning environments that

are appropriately contextualised and inspirational, and communicate effectively, showing recognition of and respect for the differences of others. In addition, an educator will demonstrate sound knowledge of subject content and various principles, strategies and resources appropriate to teaching in a South African context.

The learning mediator role, thus requires the educator to understand the diverse needs of learners, and to accommodate learner differences, to adapt his/her teaching strategies to the differences and shortcomings of learners, to use the medium of instruction effectively, especially in the case of English First Additional Language (FAL), and to create a warm, learner friendly environment. This requires that the educator should have a thorough knowledge of his learning area, and that he should be an inspiration to his learners. A sound knowledge of inclusive education and learner support is essential for educators to teach English First Additional Language (FAL) in the Grade Six inclusive classrooms.

2.6.1.1. Vygotsky's constructivist theory of learning

According to Vygotsky (1978) knowledge is constructed based on social interaction and experience. Knowledge reflects the outside world as filtered through and influence by culture, language, beliefs, and interactions with others, direct teaching and modeling. Guided discovery, teaching, models, and coaching as well as the individuals' prior knowledge, beliefs and thinking affect learning. Thus, constructive theory of learning believes that learners are active in constructing their own knowledge, building understanding and making sense of information.

In this study, learning is constructed in a social interaction, where learners who experience barriers to learning in English First Additional Language (FAL) interact with other learners (their peers) in the Grade Six inclusive classroom. Educators and the learning support educators mediate learning, guide and teach through the use of different teaching strategies, such as the zone of proximal development (scaffolding), differentiated instruction, peer to peer tutoring to support and develop learners to overcome their learning barriers. For example, when learners are beginning to learn new tasks or topics in English First Additional Language (FAL), educators should provide models, prompts, sentence starters, coaching and feedback. Consequently, as the learners grow in competence, the educators should give less support and more opportunities for

independent work. Thus, constructivist perspective view does not see knowledge as given, but as actively and continuously constructed by individuals, groups and societies (Donald, Lazarus & Lolwana, 2006: 83)

Vygotsky's theory of the Zone of Proximal Development (ZPD) (Vygotsky, 1978: 120) provides the framework for effective inclusive teaching and learning in the classroom. According to this theory, learning is a path through the ZPD, with the term 'zone' referring to "the space between that which a learner cannot do alone and that which he or she can do with the help of capable others, such as peers or educators" (Donald, Lazarus & Lolwana, 2002: 72). In other words, the learner will be moving from the known to unknown with the help of the capable others in his or her environment. From this, Rowland (2006: 89) argues that teaching happens most effectively when assistance is offered at those particular points in the ZPD where the learner requires help, and there is a distinction between what the learners have mastered and where they are in the process of learning. What is in the ZPD today will be actual development level tomorrow – that is, what a learner can do with assistance today he/she will be able to do by himself/herself tomorrow, thus, this study argues that once educators in collaboration with the learning support educators constructed knowledge in the mind of the learner, that learner will be able to learn independently tomorrow, since the knowledge is constructed, and not transmitted.

According to Vygotsky (1978: 86) mediation through the ZPD refers to the distance between the actual developmental level as determined by independent problem-solving, and the level of potential development, as determined through problem-solving under adult guidance, or in collaboration with more capable peers. Thus, mediation is the means to which educators, parents, peers, and other mentors help learners to gradually acquire knowledge. Vygotsky claims that the secret of effective learning lies in the nature of the social interaction between two or more people with different levels of skills and knowledge. This involves helping the learner to move into and through the next layer of knowledge or understanding thus, ZPD represent the level of development immediately above the learner's present level. The tasks within the ZPD are the ones that a learner cannot (yet) do independently, but that can be done with the assistance

of adults or peers. The educator should act as a mediator of learning process by means of scaffolding (Wertsch, 1985: 60).

2.6.1.2. Vygotsky's mediation and language

The assumption that learners construct their knowledge; that cognitive development cannot be separated from its social context; that all higher functions originate as social relationships; and that language plays a central role in mental development (Donald, Lazarus & Lolwana, 2010: 54), are clearly spelled out in Vygotsky's concept of ZPD, where mediation is central to development process of the learner and stresses the importance of communication with knowledgeable other in the process of meaning construction. Mediation is the process through which the learner appropriates, or takes possession of, the cognitive tools that make the construction of knowledge possible (Donald, Lazarus & Lolwana, 2010: 54). However, the learner cannot do this on his/her own, but rather an educator, parent or other person who has already acquired those tools ought to actively mediate the process. Development in this case occurs within a social context, in which social relationships take place. In this process, new skills and higher mental functioning are produced.

According to ZPD (Vygotsky, 1986: 124), dialogue is central to the process of knowledge construction. Language is the key instrument that drives meaningful interactions within an activity, and produces deeper understanding of the phenomenon with which the learner is engaged. Vygotsky (1986: 124) viewed language as a primary mediator of knowledge for humans, while Lee (2000: 96) also argued that, according to Vygotsky's theory, language serves as a conceptual organiser, and a primary medium through which thinking occurs.

The objective of inclusive education, as explained by White Paper Six (Department of Education, 2001: 10) is that collaboration, support and active engagement of learners in the learning process is the key to inclusive education. Thus, in order to achieve this objective, education requires the use of teaching methodologies driven by theories that promote collaboration and active participation. The constructivists approach provides a framework for understanding the role of learners, educators, parents and significant others as mediators in the process of learning.

The learner, in this case, is actively involved in meaning construction with the assistance of educators, peers and parents. The educator plans activities and scaffolds learning process for the learner to progress and develop to his or her full potential. Parental roles in this process provide support for the learner by giving love, respect and acceptance, which form the basis for the development of self-esteem and self-confidence needed in the learning process within the classroom. Moreover, support, as emphasised by the (Department of Education, 2001: 9), is correlated to mediation, which Vygotsky views as the amount of support or intervention the learner receives from knowledgeable others (Vygotsky, 1986: 170).

The researcher deduces that educators need to encourage interaction in the classroom and they should be mediators of learning. The study focuses on including all learners, to cater for all their learning needs and styles and participate actively in the classroom. This theory is relevant to the study, as it focuses on learners as active participants in the process of learning, as they interact with each other and capable others to construct new understanding of their reality. This theory allows the researcher to explore educators' involvement in teaching and learning and the methods they use, with a view to finding out how the classroom environment assists them in performing their roles as educators and implementing inclusive education.

2.6.1.3. Differentiated Instruction

To provide quality teaching and learning addressing individual learner needs (Smith, 2008: 2), suggests that differentiation is the answer. According to Wormeli (2007: 11), differentiation constitutes a way of thinking, as well as a professional and responsive mindset. An effective educator has a pedagogical attitude, and is willing to change classroom environment to ensure a more welcoming and warmer atmosphere. In this type of classroom, the organisation, implementation and modification of teaching contexts are adapted to address individual learner needs.

Curriculum differentiation entails the adjustment of curriculum, learning activities, content demands, modes of assessment, and the classroom environment addressing different learning needs. Thus, differentiation does not require less or more work from the learner, but rather it focuses on changing the nature of work, doing whatever it takes so that learners learn (Wormeli,

2007: 9-11; Thousand, Villa & Nevin, 2007: 9). Differentiated instruction intends to address a variety of teaching methods that do not only focus on transferring facts, but instead ensure that learners take part actively in their learning to make sure that they understand and able to apply what they have learned. By using differentiated instruction, the educator develops teaching and learning methods for learners with different abilities, on their level of learning, in the same general-education classroom.

The researcher deduces that educators are well-acquainted with strategies like providing extra assistance outside of classroom hours, providing choices of projects or essay topics, giving individual feedback and encouragement on classroom and assessment performance, and using cooperative learning. Based on Kluth, Biklen and Straut's (2003: 18) statement, "if they can't learn the way we teach them, let's teach them the way they learn"; this statement encourages educators to learn to be responsive to the many ways in which learners prefer to learn. Many learners enjoy learning success, because their educators teach using auditory, visual and kinesthetic modalities; they teach from the whole-to-part, and part-to-whole; they recognise and accommodate different cognitive processing styles; they are flexible in their use of whole class, small-group and individual instruction and activities; they use the multilingual resources of the classroom and vary conversation styles according to the cultural preferences of learners; and they are flexible and creative in arranging the classroom environment and seating (Nel, Nel & Hugo, 2013: 126).

2.6.1.4 Learning through scaffolding

Kirk, Gallagher, Anastasiow and Coleman (2006: 194 -195), Bornman and Rose (2010: 81 – 82) describe the strategy of scaffolding as a teaching strategy that can be successfully implemented in classrooms where learners who experience barriers to learning are involved. Thus, scaffolding is a special kind of help, a temporary assistance, where learners are assisted to progress towards new skills, concepts and levels of understanding. According to Vygotsky's theory, scaffolding is the process whereby a more advanced partner changes the degree and quality of support provided to the less skilled partner as he or she becomes more proficient (McCown, 1996: 45).

The educators and the learning support educators scaffold the learners to know how to do the task, in order for the learners to do a task independently at a later stage. An important purpose of scaffolding is that it should enhance growth in independence, and learners should take increasing responsibility for their own learning. Learners need to be engaged in authentic and challenging tasks, and the support they get should be responsive to the demands made on the learners' learning through the medium of English as First Additional Language (FAL) (Gibbons 2002: 10-11).

Donald, Lazarus and Lolwana (2010: 87), state that scaffolding is closely related to Vygotsky notion of mediation, since appropriate structures and strategies are mediated in a particular area of knowledge. Scaffolding is a temporary structure erected around a building to support the building process until it is completed (Donald, Lazarus & Lolwana 2010: 87). Depending on what learners are able to do on their own, they may need the assistance of an experienced person who will scaffold their instruction. Educators and the learning support educators (teachers), who teaches learners through scaffolding teaching strategy provide a substantial amount of support and assistance during the early stages of teaching a new concept, and then slowly withdrawing the support as the learners gain experience by means of a great deal of practice. Thus, scaffolding can include opportunities for guided instructions and practice, reteaching, providing study guides, graphic organisers, and making use of more modelling and structures (Rief & Heimburge, 2006: 4).

According to Bruner (1960: 33), any subject can be taught effectively in some intellectually honest form to any child at any stage of development. In the process of scaffolding, the mediator initially models key knowledge structures and strategies for the learners. As the learners begin to master this understanding and actively internalise it, the mediator gradually withdraws the amount of help he or she gives. In this way, scaffolding is initially directed 'from the outside in', but the student gradually begins constructing by him/her from the outside out.

2.6.2 THE ROLE OF EDUCATOR AS ASSESSOR OF LEARNING

The responsibility for assessment and learning support within the inclusive education framework is placed in the school environment, unlike before, where it was given to other professionals,

such as auxiliary services of the different education departments for diagnosis, remediation and possible placement in special school (Jooste, 2008). Assessment has now become part of the jurisdiction of the school and primarily the responsibility of the educator with the help of the School-Based Support Teams (SBSTs) and the District-Based Support Teams (DBSTs) (Department of Education, 2005c, 2014: 17). The educators' responsibilities in relation to the assessment role are discussed in the Norms and Standards for Educators (Department of Education, 2000: 53-54).

The Minimum Requirement for Teacher Education Qualifications (MRTEQ) (Department of Education, 2011: 52-53) espouses that the educator as assessor will understand that assessment is an essential feature of the teaching and learning process, and knows how to integrate it into this process. The educator will have an understanding of the purpose, methods and effects of assessment and be able to provide helpful feedback to learners. The educator will design and manage both formative and summative assessments in ways that are appropriate to the level and purpose of the learning, and which meet the requirements of accrediting bodies. The educator will keep detailed and diagnostic records of assessment. The educator will understand how to interpret and use assessment results to feed into processes for the improvement of learning programmes.

Lombard (2010: 34) describes assessment as a process of gathering, interpreting, recording and using information about learner responses to an educational task. Assessment is an integral part of teaching and learning (Donald, Lazarus & Lolwana, 2006: 97). Thus, in this study, assessment does not only refers to assessment of scholastic achievement, but to assessment that determines barriers to learning, and level of functioning and participation to determine support needs (Department of Education, 2014: 16). Thus, educators need to conduct assessment during teaching and learning, so as to see how effective the process has been in the classroom. When educators do assessment, they must always consider why they are doing it, and how it influences further learning in other words its purpose and effects. For example, when the educators know that the learners are experiencing barriers to learning in written language, they will be able to use different methods and effects of assessment, and be able to provide learners with helpful feedback (Donald, Lazarus & Lolwana, 2006: 97).

Donald, Lazarus and Lolwana (2006: 99) have emphasised that the broad purpose of assessment is to help learners to move forward in their learning; to form or shape their learning. Formative assessment, especially curriculum-based assessment, ought to be built into the learning activities so as to ensure a link between what has been taught, and what has been assessed (Friend & Bursuck 1999: 269-271; Archer, Lomofsky & Olivier, 2003: 109-111).

Dreyer (2008: 17), Lombard (2010: 49) states that different methods of assessment can be employed while determining support needs for learners who experience barriers to learning. Baseline assessment takes place before new learning commences, and is used to determine what the learners know, and what they can do regarding this new learning. In support of the above, Reddy, Le Grange, Beets and Lundie (2015: 19) have indicated that baseline assessment serves as a guideline for the teacher to develop suitable teaching, learning and assessment strategies that will ensure maximum progress. For example, in this study, baseline assessment can be used as a form of preliminary test that measure the learners' prior knowledge as it relates to a lesson topic in English First Additional Language (FAL), in order to determine what the learners already know about writing a good paragraph, before the educator start teaching them paragraph writing skills. Diagnostic assessment is used to establish which barriers to learning some learners might experience. Nel, Nel and Hugo (2013: 52) argue that during diagnostic assessment, a multidisciplinary, collaborative approach must be employed. This means that colleagues that are/were involved with the teaching of the learner, as well as parents and other health professionals, need to be part of the process (Department of Education, 2014: 16). Formal assessment, such as standardised tests, may be employed or requested by these professionals to provide a holistic picture of the learner's barriers to learning.

Reddy, Le Grange, and Beets and Lundie (2015: 19) state that formative assessment is conducted while the learning process takes place, and is used to influence or inform the learning process. For example, in the learning process, where the educators teach learners how to write a good paragraph in English First Additional Language (FAL), the educator moves from one learner to another. The educator provides individual learners with feedback on their progress of paragraph

writing skills. The educators give learners feedback verbally, and occasionally she/he writes comments in the learners' English First Additional Language (FAL) workbooks.

Dreyer (2008: 17) as well as Lombard (2010: 49) have explained that summative assessment refers to assessment that takes place at the end of the learning experience. The purpose of summative assessment is to determine a learner's overall achievement in a specific area of learning at a particular time, which usually occurs at the end of a learning process, school term or year (Reddy, Le Grange, Beets & Lundie, 2015: 45). In this study, the example of teaching learners how to write a good paragraph can be used during summative assessment, as a culminating experience, which gives information on learners' level of mastery of content, knowledge or skills. The evidence of learning progress is then used by educators to make judgment on the learners' achievement against English First Additional Language (FAL) curriculum aims and standards.

2.6.2.1 The purpose of alternative assessment

Alternative assessment refers to any change in the standard form of assessment, examination or condition relating to assessment, which is put in the place to accommodate a learner experiencing barriers to learning (Links, 2009: 38). The purpose of alternative assessment is to minimise the impact of the learner's special needs upon assessment performance.

The objective of providing an alternative is to accommodate the learner's functional differences that exist due to the barriers they experience, and to give the learner a fair chance of equal education in a single, integrated system of education. Educators should be aware that alternative assessment aims to ensure that learners experiencing barriers to learning are not marginalised by the assessment process. The standard of alternative assessment should never be compromised, and learners should not be given an unfair advantage over other learners. Thus, alternative assessment should enable the learner to give a true account of his/her knowledge or skills (Links, 2009: 38).

2.6.2.2 Types of alternative forms of assessment

Links (2009: 39) suggested the following types of alternative forms of assessment, which can be used in English First Additional Language (FAL) in the Grade Six inclusive classrooms. Amanuensis, who refers to a situation in which a person (educator) is referred to as scribe, reads the questions to the learner and/or writes down the learner's spoken words (answers) verbatim. Learners whose reading and writing ability prevents them from giving a true reflection of their competence can be supported by amanuensis. Additional time as an alternative form of assessment can vary between 10 minutes per hour up to a maximum of 30 minutes per hour, depending on the severity of the problem. Thus, the question then arises as to *who qualifies for additional time?* The answer would be learners who are experiencing serious reading or writing problems, or learners using a typewriter or computer due to a physical disability. Learners who could experience an unavoidable interruption, for example, those needing to take medication or suffering seizures. The additional time is granted to compensate for the time taken up by physical adjustment and slowness.

There are other types of alternative form of assessment, such as the use of tape-aid, video recording, oral to teacher examination, reading to the learner, computer/typewriter, dictaphone, alternative questions, enlarged text, subject credits planning aids, braille, and the assistance of sign language interpreters. However, for the purposes of this study, I have concentrated on the above discussed types of alternative forms of assessment, since I believe that, this might be of assistance to educators and the learning support educators when they perform their role of being an assessor during their reading and writing lessons for the learners who experience barriers to learning in English First Additional Language (FAL) in the Grade Six inclusive classrooms.

2.6.3 THE EDUCATOR IN A PASTORAL ROLE

According to Best, Lang, Lodge and Watkins (1995: 63), one of the most important roles of an educator in a school is to assist learners pastorally. This term embraces more than merely giving thought-provoking and stimulating lessons. It is concerned with the wellbeing of each learner in the classroom. The Norms and Standards for Educators (2000), published in terms of section 3 (4) (f) and (1) of the National Education Policy Act No 27 of (1996), Educators Labour Relations Council, 2004: A 47, A-50A-51 and the Minimum Requirements for Teacher Education

Qualifications, (2011: 52-53), recognises an effective and well-defined pastoral role as one of the seven roles of a competent and qualified educator's role, which is needed for the educator to perform in schools and the communities (Department of Education, 2000, 2004 , 2011).

2.6.3.1 Support provider: Community, citizenship and pastoral role

The educators will practice and promote a critical, committed and ethical attitude towards developing a sense of respect and responsibility towards others. The educator will uphold the Constitution and promote democratic values and practices in schools and society (Department of Education, 2011: 53). Thus, the essence of respect (as a value) can be deduced from other declarations and conventions supported by the state. For example, the Universal Declaration of Human Rights states that "education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms".

Education should therefore prepare learners to take responsibility for life in a free society, in the spirit of understanding, peace, tolerance, equality, and friendship among all peoples, ethnic, national and religious groups (UNESCO, 1998). This will make a significant contribution towards appropriate values in education, building a better nation, which will take care and have respect for other community members (The Constitution of the Republic of South Africa, Act No. 108 of 1996a). Within the school, the educator will demonstrate an ability to develop a supportive and empowering environment for the learner and respond to the educational and other needs of learners and fellow educators. Furthermore, the educator will develop supportive relations with parents and other key persons and organisations, based on critical understanding of community and environmental developments issues.

Bradley and Dubinsky (1994: 61-62) as well as Conger and Petersen (2004: 36) see the educator's pastoral role as merely instrumental, that is, picking up problems as they arise and responding pragmatically to them. But, according to Francis and Kay (1994: 81-82), as well as Frankel (1998: 98), the danger of this approach is that many of the learner's problems may go unnoticed, and there may also be little or no attempt by the school to deliver values education within the curriculum (Beck & Earl 2001: 65). According to McLaughlin (2004: 21-22), all aspects of schooling, including this pastoral role, involve providing implicit and explicit values education

alongside the formal curriculum, and thus, the pastoral role is an opportunity for encouraging not only cognitive and affective development, but also spiritual and moral development.

2.6.3.2 Five pastoral tasks

Best (1999: 58-59) devised a model of five pastoral tasks, distinguishing between different aspects of provision managed by schools for the development, and support of learners (Best, 1999: 58, McNamara 2008: 6-21). Best (1999: 58-59) summarises the five pastoral tasks as explained below.

Reactive pastoral casework is undertaken on one-to-one basis in response to the needs of learners with problems, where educators and learning support educators ought to use reactive pastoral casework to teach and support learners who experience barriers to learning, as well as to make sure that all learners reach their full potential.

Proactive, preventive pastoral care takes place in the form of presentations or activities that anticipate 'critical incidents' in learners' lives and are aimed at pre-empting the need for reactive casework.

Developmental pastoral curricula, aimed at promoting the developmental and wellbeing of learners through distinctive programmes and cross-curricular activities as well as through promotion and maintenance of an orderly and supportive environment, by building a community within the school with support systems and positive relations between all members, and the promotion of a pervasive ethos of mutual care and concern; and management and administration of pastoral care, in the form of planning, motivating, resourcing, monitoring, supporting, evaluating, encouraging and otherwise facilitating all of the latter. One domain that should, according to Halstead and Taylor (2000: 65), be added to the five pastoral tasks, is moral education and the development of values.

Grove (2004: 34) suggests a pastoral community model as a foundation for pastoral care in schools. The model consists of three interlocking circles representing the three R's of the model-relationships, respect and responsibility. The first and outer circle symbolises the first of the three R's, namely relationships, noting these as the basis for all human interactions (Grove 2004: 34).

The second and middle circle symbolises the second of the three R's, namely, respect, which is vital ingredient in the development of positive, nurturing relationship (Grove, 2004: 36-37). The third and inner circle symbolises the third of the three R's, responsibility, which is one of the more problematic aspects of developing a pastorally caring classroom community. It is impossible for the pastoral educator to take full responsibility for the care of his or her learners. At any given point in time there are going to be a number of learners who are having crises in managing some aspect of their life (Grove, 2004:37). A proactive collaborative approach is recommended by Grove (2004: 37), whereby responsibility is shared across all groups associated with the school.

2.7. SUMMARY

This chapter discussed the concept “inclusive education” and the changed South African policy on inclusive education, as well as the development of full-service schools, the ethos and principles and purposes of full-service schools. The chapter also discussed how the educators and the learning support educators perform the three selected roles of educators from the seven roles of educators according to the Minimum Requirements for Teacher Education Qualifications (2011: 52-53), so as to support learners who experience barriers to learning in English First Additional Language (FAL) in the Grade Six inclusive classroom.

It is necessary for educators and the learning support educators to know what is involved in the process of learning, in order to reach all learners in the inclusive classroom. Thus, successful teaching necessitates knowledge of learning theories, differentiated instruction and teaching methods in order to support learners who experience barriers to learning in the inclusive classroom. In addition, educators ought to be able to identify and assess learners who experience barriers to learning as early as possible, in order to plan and implement appropriate support interventions as soon as feasible. A collaborative approach, including the educators and the learning support educators, is required in the process of assessment.

Assessment is a process where information about the learners is gathered, interpreted, recorded and used in order to plan for learners support. Assessment should take place on a continuous basis, as the intensity of support required needs to be determined. This could be a low level of support; a moderate level of support; a form of high-intensive level of support, or very high-

intensive support. Thus, assessment can take place on a formal or informal basis and may include different methods, such as a baseline assessment, diagnostic assessment, formative assessment, summative assessment and systemic evaluation (Nel, Nel & Hugo, 2013: 51, Reddy, Le Grange, Beets & Lundie, 2015: 19).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter discusses the methodology of this study. It provides the research design in which the procedure for conducting the study is explained and covers the methodology used. The term methodology refers to a design whereby the researcher selects data collection and analysis procedure to investigate a specific problem (McMillan & Schumacher 2010: 16). Thus, this study adopted qualitative research approach to investigate the experiences of educators in management of inclusive classrooms. This study focused on how the educators perform the three educator roles in management of English First Additional Language (FAL) in the Grade Six inclusive classrooms.

3.1.1 Qualitative approach

A qualitative research approach was adopted in this study because, as noted by Creswell (2013: 44), “qualitative research approach begins with assumptions and the use of interpretive theoretical frameworks that inform the study of research problems addressing the meaning individuals or groups ascribe to a social or human problem.” By way of contrast, a quantitative research method relies upon measurement and uses various scales and aims to evaluate objective data consisting of numbers that form a coding system, by which different cases and different variables may be compared and provide the exact response (Bless & Higson-Smith, 2000: 38). However, qualitative research deals with subjective data that are produced by the minds of participants or interviewees, i.e. human beings (Welman, Kruger & Mitchel, 2005: 8). Denzin and Lincoln (2011: 3) stated that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomenon in terms of the meanings people bring to them.

Qualitative researchers may also use official documents to gain an understanding of the phenomenon under study (McMillan & Schumacher, 2010: 361). Thus, in this study, it was employed to explore the following official documents, Minimum Requirements for Teacher Education Qualifications (MRTEQ), Norms and Standards for Educators (NSE), Education Labour Relations Council (ELRC) and the Education White Paper 6 Special Needs Education and Training System, and the White Paper on the Rights of persons with Disabilities (WPRPD) (Department of

Education, 2011, 2000, 2004, 2001) (RSA, 2016) to understand the experiences of educators in management of English First Additional Language (FAL) in the Grade Six inclusive classrooms.

De Vos, Strydom, Fouche and Delport (2011: 65) note that qualitative researchers tend to collect data in the field at the site where participants experience the issue or problem under study. The researcher goes out to the participants, where they live, gathers their stories, and writes a persuasive, literary account of their experiences. In this study, three case studies comprising of three primary schools, one city school, one township school in Tshwane South District (D4) and one rural school in Tshwane North District (D3) were selected.

3.1.2 Research design

Yin (2014: 240) describe research design as a plan that logically links the research questions with the evidence to be collected and analysed in a case study, ultimately circumscribing the types of findings that can emerge. McMillan and Schumacher (2010: 20) define research design as the procedure for conducting research including, when, from whom, and under what conditions the data will be obtained. This means that the research design indicates the general plan: how the research is set up; what happens to the subjects; and what methods of data collection are used. Babbie (2007: 112) states that “research design involves a set of decisions regarding what topic is studied among what population with what research methods for what purpose”. In addition Monette, Sullivan and Dejong (2008: 9) define research design as a plan outlining how observations were made and how the researcher carried out the project.

Case studies of the three selected primary schools were drawn to capture diversity of information and complexities of how the educators and the learning support educators perform three of the seven educator roles, namely: the educator as mediator of learning; the educator as assessor of learning; and the educator as support provider: community, citizenship and pastoral role as expected in the Minimum Requirements for Teacher Education Qualifications (MRTEQ), Norms and Standards for Educators (NSE) and Education Labour Relations Council (ELRC) (Department of Education, 2011, 2000, 2004).

Yin (2009: 18) defines a case study as “an empirical inquiry that investigates a contemporary phenomenon in-depth and within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident”. Therefore, this study employed a case study method to enable the researcher to obtain an in-depth understanding of educators’ subjective experiences of management of inclusive classrooms, as well as to explore their competencies in dealing with the learners who experience barriers to learning in English First Additional Language (FAL) in Grade Six inclusive classrooms.

3.2 SITE SELECTION

Site is a place where the research is conducted, and in this study, site refers to three schools. Two primary schools are in Tshwane Metro Municipality, and the third is a primary school in Hammanskraal in Gauteng Province. According to the school district demarcation boundaries the two primary schools in Tshwane Metro Municipality are situated in Tshwane South District Office (D4), while one primary school in Hammanskraal is located in the Tshwane North District Office (D3). The schools were named School A, B and C, for ethical reasons.

3.2.1 The three selected schools

The three schools were selected because they are referred to as inclusive schools that are “full-service schools” by the Department of Basic Education. According to the Department of Education (2001), full-service schools are ordinary schools, specially equipped to address a full range of barriers to learning in an inclusive education setting. In addition to their “ordinary” learner population, such schools should be accessible to most learners in a given area, who experience barriers to learning, and should provide the necessary support, policies and practice in the teaching of English First Additional Language (FAL) in the Grade Six inclusive classrooms.

The three selected schools have the School-Based Support Teams (SBSTs) that meet every week to discuss the educational needs of the learners who experience barriers to learning in English First Additional Language (FAL) in the Grade Six inclusive classrooms.

The SBSTs of the three selected schools have the strong pastoral role that works in close association with the rest of the teaching staff to take care of the wellbeing of the learners through

the Department of Education District-Based Support Teams (DSBTs) referral system, with a view to responding to learners' needs and the systemic manner

SCHOOL A

School A, is located in the inner-city of Tshwane Metro Municipality under Tshwane South District Office (D4). The school has a current enrolment of 700 from Grade R-7. Staff consists of a Principal, a Deputy Principal, four Heads of Departments and 28 educators. Included on the permanent staff are two guidance counsellors, one learning support educator, one resource educator and one home/school/community liaison educator. The learners are largely drawn from the inner-city and various townships in Tshwane Metro Municipalities. Numerous numbers of learners emanated from middle and the working class families, who afford to take their children to the inner-city schools.

SCHOOL B

School B, is located in a Township of Mamelodi East in Tshwane Metro Municipality and like School A, is under Tshwane South District Office (D4). The school has at current an enrolment of 1235 from Grade R-7. Staff consists of a Principal, two Deputy Principals, four Heads of Departments, 27 educators, and three learning support educators. The learners are largely drawn from the informal settlement in Mamelodi East. Many of them come from the families where their parents are unemployed and survive from the pension grant and child support grant received from the Department of Social Development.

SCHOOL C

School C, is located in a rural community of Stinkwater in Hammanskraal and under Tshwane North District Office (D3). The school has a current enrolment of 972 from Grade R-7. Staff consists of a Principal, two Deputy Principals, four Heads of Departments, 25 educators and one learning support educator. The Learners are largely drawn from Stinkwater community. Many of them come from child-headed families and are orphan and vulnerable children.

3.3 DATA COLLECTION METHOD

Data was collected through in-depth interviews, non-participatory observation and document analysis. The documents included the Minimum Requirements for Teacher Education Qualifications (MRTEQ), Norms and Standards for Educators, (NSE) Education White Paper 6 Special Needs Education and Training System, Education Labour Relations Council (ELRC) and the White Paper on the Rights of persons with Disabilities (WPRPD) (Department of Education, 2011, 2000, 2001, 2004) (RSA, 2016: 21). The aim of analysing these documents was to shed more light in the understanding of the three roles of educators from the seven roles of educators in management of English First Additional Language (FAL) in the Grade Six inclusive classrooms.

3.3.1 In-depth interviews

De Vos, Strydom, Fouche and Delport (2011: 348) note of in-depth interviews that they are merely extends and formalises conversation. Such interviews are referred to as a “conversation with a purpose”. The purpose is not to get answers to questions, nor to test hypotheses, and not to “evaluate” in the usual sense of the term, but to honour the participants as knowledge producers, who are in authority, due to their ability to transmit the truth or knowledge about what they know or have experienced in their local environment (Bless & Higson-Smith, 2000: 1). Thus, at the root of in-depth interviewing is an interest in understanding the experiences of other people and the meaning they make of that experience as sources of knowledge.

In-depth interviews are focused and discursive, and allow the researcher and participants to explore an issue and thus were used in this study. In-depth interviews were conducted to determine the educators and the learning support educators’ perceptions, opinions, known facts and forecasts, and their reactions to the experiences of educators in management of English First Additional Language (FAL) in the Grade Six inclusive classroom.

In using in-depth interviews, this study aimed to gain an in-depth understanding of educators and the learning support educators’ experiences, thoughts and feelings regarding the management of inclusive classrooms in terms of the three of the seven educators’ roles selected for this study. The participants were interviewed in their schools, according to the interview schedules agreed upon between the participants and the researcher. The interview protocol or

schedules were developed to ensure that the interviewer asked the same questions to all participants. See Appendix A for the interview schedules of this study.

The interviews were conducted for 45 minutes per participant, so as to give them enough time to answer the questions. Follow-up interviews were conducted with the same participants to cross-check the credibility and trustworthiness of data collection. The interview data were audio recorded to complemented note-taking by the researcher, which would ensure that data was captured in its natural form.

Audio recording was used to allow the researcher to devote her time to the interviewee and to probe in-depth to obtain an accurate verbatim record of the interviews, capture the language used by the interviewee, including hesitations and tone for details (Lewis & Ritchie, 2003).

3.3.2 Non-participatory observation

Observation is one of the “techniques that researchers use to see and hear what is occurring naturally in the research site” (McMillan & Schumacher, 2010: 350). My role during the field of observations was that of a non-participant observer. Non-participant observer refers to the fact that the researcher can record data without direct involvement with the activity or people (Creswell, 2016: 121). Bryman, Bell, Hirschsohn, Dos Santos, Du Toit, Masenge, Van Aardt and Wagner (2014: 244) highlighted that non-participant observer observes without participating or taking any active part in the social setting. The researcher visited the schools and observed the selected educators and the learning support educators during lessons or during break and the school context, in order to obtain a rich understanding of the experiences of educators in management of English First Additional Language (FAL) in Grade Six inclusive classrooms.

3.3.3 Official documents

Lewis and Ritchie (2003: 35) have noted that “documentary analysis involves the study of existing documents, either to understand their substantive content or to illuminate deeper meanings which may be revealed by their style and coverage.” Thus, official or non-personal documents imply those that are compiled and maintained on a continuous basis by large organisations such

as government institutions. Such documents are more formal and structured than personal documents.

In this study, official documents were analysed to gain an understanding of the educators and the learning support educators' experiences in performing three of the seven educator roles in management of inclusive classrooms. The official documents included the Minimum Requirements for Teacher Education Qualifications (MRTEQ), Norms and Standards for Educators (NSE), Education White Paper 6 Special Needs Education and Training System, Education Labour Relations Council (ELRC), and the White Paper on the Rights of Persons with Disabilities (WPRPD) (Department of Education, 2011, 2000, 2001, 2004 & RSA, 2016). The researcher argues that these official documents have provided more insight on the experiences of educators in management of English First Additional Language (FAL) in Grade 6 inclusive classrooms.

3.4 SAMPLING METHOD

Straus and Myburgh (2002: 71) define sampling as a strategy used to select the sample of participants from the whole population in order to get information that could be generalised to the large group. In this study, purposeful sampling was used to select relevant participants. Purposeful sampling seeks information-rich cases, which can be studied in-depth. This means that participants were selected on the basis of purposiveness and convenience. The sampling technique led to the selection of experienced participants who have experience and the information in teaching and managing English First Additional Language (FAL) in the Grade Six inclusive classrooms.

3.4.1 Sample Size

A sample refers to a subset of participants drawn from the population to represent the whole population (Bless & Higson-Smith, 2000: 86). This implies that a sample is a number of individuals selected from a population to represent a large group from which it was drawn. For the purpose of this study, three primary school educators and three learning support educators were selected from the three primary schools.

3.4.2 Participants

Six participants were interviewed in this study. Three female educators and three female learning support educators formed the core focus of the participants as ‘information rich-key informants’ who are likely to be knowledgeable, informative and who could contribute significantly towards the study (McMillan & Schumacher, 2010: 350, Creswell, 2013: 94).

There is no single method for the selection of research participants in qualitative research but there is relative consensus amongst qualitative researchers that participants should be selected in terms of the contribution that they would make in terms of the research purpose (Grinnell, 1993: 153, McMillan & Schumacher, 2001: 169). Thus, the researcher selected the participants who acquired a teaching diploma, Advanced Certificate in Special Needs Education or degree in Inclusive Education and have been teaching learners who experience barriers to learning in English First Additional Language (FAL) in the Grade Six inclusive classrooms for more than 10 years.

3.5 DATA ANALYSIS

In qualitative data analysis, the researcher aims to gain new understanding of the situations and processes being investigated. Qualitative research requires logical reasoning and it makes considerable use of inductive reasoning, organising the data into categories and identifying patterns (relationships) among the categories (White, 2002: 82)

De Vos, Strydom, Fouche and Delport (2011: 348) note that data analysis is a method of categorising, ordering, manipulating and summarising data to attain answers to specific research questions. Data analysed was gathered by way of in-depth interviews with the Grade Six English First Additional Language (FAL) educators and the learning support educators of the three selected primary schools. Documents included educators’ learning programmes; lesson plans; intervention records support needs assessment forms; minutes and reports of the School-Based Support Teams (SBSTs) and departmental documents about Inclusive Education.

The following process was followed in the analysis of data:

- after transcribing and coding of the in-depth interviews, field notes and document analysis, the researcher obtained a holistic sense by reading carefully through them all and examining the data (as discussed in Chapter 2);
- data was grouped into concepts and categories then compared and similar themes grouped together under conceptual labels;
- a list of topics from all the sources was made and similar topics clustered together, in a process known as ‘open coding’; and
- the categories were then integrated and refined.

3.6 CREDIBILITY AND TRUSTWORTHINESS

Trustworthiness involves convincing both audiences and the self that the findings of an inquiry are worth paying attention to or worth taking account of (Lincoln & Guba, 1985: 290). Following Lincoln and Guba (1985: 290) the following strategies were proposed to ensure the trustworthiness of the findings and inferences from the qualitative research: credibility, transferability of the findings, and dependability of the findings.

Schulze (2002: 79) credibility determines that the research was conducted in such a way that the phenomenon was accurately described. It is the most important component in establishing the trustworthiness of the findings and inferences from the qualitative research. To ensure trustworthiness of this study, credibility, transferability, dependability and conformability were considered to increase reliability in a qualitative study (Denzin & Lincoln, 2003; Lincoln & Guba, 1985).

Transferability, according to Schulze (2002: 79), is used to determine whether the results of a study can be generalised to other contexts. In this study, the researcher was not looking for results that could be generalised, but rather results that could be replicated in different contexts.

Dependability was used to test the relevance of the data collected and analysed to the actual situation under investigation (McMillan & Schumacher, 1997: 404). In this case, the findings of this study were tested by comparing them to existing reviewed literature.

Triangulation is essential to ensure interpretive validity (Terre Blanche & Durrheim, 2004) and establish data trustworthiness (McMillan & Schumacher, 2001). Data triangulation involves using diverse source of data, so that one seeks out instances of a phenomenon in several different settings, at different points in time or space (Seale, 1999, Cohen, Manion, & Morrisons, 2007; Maree & Van Der Westhuizen, 2009). In order to ensure credibility of data analysis, audio-tape recorder was used to record the in-depth interviews to enable the researcher to cross-check the transcript repeatedly. The research report was further taken to the participants and their actions were recorded to that report to clarify the findings (Creswell, 1998, Cohen, Lawrence & Morrisons, 2001).

3.7 ETHICAL CONSIDERATIONS

The following ethical principles were adhered to:

Permission to conduct the study was obtained from the University of South Africa College of Education and the Research Ethics Committee. Research Ethics Clearance Certificate, Reference Number: 2013 OCT /7409346/ CSLR was awarded. See Appendix F. In gaining access to schools, permission was obtained from the Gauteng Department of Education Research Ethics Committee. See Appendix G, for the Research Approval Letter, Reference Number: D 2014 / 242 A.

According to the principle of informed consent, the participants were informed that the research purpose was to investigate the experiences of educators in management of inclusive classrooms. The researcher obtained written consent from all six participants and the Principals of the three selected primary schools, two primary schools under Tshwane South District Office (D4) and one primary school under Tshwane North District Office (D3).

According to the principles of voluntary participation in research, the participants participated voluntarily and they were free to withdraw consent and discontinue from the research at any time without prejudice to them. The participants were informed that they may for example refuse to answer any question, and choose to be interviewed at reasonable times that are convenient to them.

According to the principle of deception, deception occurs in not telling the whole truth, telling lies or compromising the truth (Bailey 1994: 463, Cohen, Manion & Morrisons 2011: 95). The researcher was honest about the purpose of the study and where the risk of harm to the participants exists. In some cases, researchers do not tell the whole truth to the participants because they may not discover important information if they are completely honest. This was not the case in this study.

Debriefing may include sharing the results of the research (Cooper & Schindler 2001: 116). The results of the research were provided to the participants at the end of the research and during research session. A debriefing session assisted in minimising ethical dilemmas such as withholding information about the true nature of the research.

According to the principle of safety in participation, the participants of this research were not placed at a risk or harm of any kind. They were not exposed to any form of personal injury or humiliation, stress and embarrassment.

According to the principle of trust, in-depth interviews were collected in a manner that the participants gradually developed mutual trust and answer the questions without bias. This mutual trust was not exploited for any personal gain or benefit, by deceiving or betraying the participants in the research route or its published outcomes.

According to the principle of privacy, confidentiality and anonymity, the identity of the participants as well as information gathered were kept anonymous and confidential (Denzin & Lincoln, 2013: 134-136). Pseudonyms were assigned to participants to conceal their identity for example participant A, B, C, D, E and F were used.

Data was collected through in-depth interviews and the use of audio-tapes was permitted by the participants to adhere to the principle of privacy, confidentiality and anonymity. The audio-tapes were stored in a safe place and undertaken to be destroyed upon the completion of the study (Maree, Ebersohn, Eloff, Ferreira, Ivankova, Jansen, Niewenhuis, Ptersen, Plano Clark & Van der Westhuizen, 2007: 42, McMillan & Schumacher, 2010: 338-339, Hofstee, 2011: 118).

3.8 SUMMARY

In this chapter, a detailed description of the research method was presented. The research design, sampling, data collection methods, data analysis and interpretation, quality assurance measures, ethical considerations and limitation of the study were discussed. The researcher also illustrated how evidence was constructed by integrating multiple data collection methods. This study therefore forms the pillars on which the following case study rest.

The following chapter will present the data obtained, and analyse it through the theoretical framework established in the literature review.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION OF FINDINGS

4.1 INTRODUCTION

In this chapter the findings of the study are discussed, based on the data collected during the in-depth interviews, non-participatory observations and document analysis, on the experiences of educators in management of inclusive classrooms. Revisiting the research questions and the aims of this study are the researcher's point of departure for this chapter, used to assist in exploring the respective categories and themes.

Table 4. 1 Research question and purpose

<p>Research question</p> <p>What are the experiences of educators in performing the Minimum Requirements for Teacher Education Qualifications roles in management of inclusive classrooms?</p>
<p>Research purpose</p> <p>To explore the experiences of educators in management of inclusive classrooms in terms of the three educator roles as outlined in the Minimum Requirements for Teacher Education Qualifications (MRTEQ).</p>

4.2 METHODS OF DATA ANALYSIS

De Vos, Strydom, Fouche and Delport (2011: 335) explain data analysis as a method of categorising, ordering, manipulating and summarising data to attain answers to specific research

questions. Data was collected by way of in-depth interviews with educators and the learning support educators of English First Additional Language (FAL) in the Grade Six Inclusive classrooms. Non-participatory observations were conducted in the Grade Six inclusive classrooms. Document analysis included educators learning programmes; lesson plans; support needs assessment forms; reports on inter-sectoral collaboration; minutes and reports of the School-Based Support Teams (SBSTs) and the departmental documents about inclusive Education. The following process was followed in the analysis of data.

In analysing the data, the researcher started by reading the transcripts in their entirety several times, in order to get some sense of the in-depth interviews as a whole, before breaking it up into parts and determining the emerging categories and themes (Charmaz, 2003; Creswell, 2008). Similar topics were clustered together, in order to establish themes, trends and patterns. Emerging themes, patterns and trends were identified, written down and cross-referenced with research question to ensure that the investigation stayed on track. Themes were categorised into topics and related topics were also categorised while data materials belonging to each category were grouped together. The presentation was mainly in the form of descriptive data supported by tables.

4.3 THE IN-DEPTH INTERVIEWS

The in-depth interviews were used to gain an understanding of the educators and the learning support educators' experiences of management of inclusive education in English First Additional Language (FAL) in the Grade Six inclusive classrooms. Three primary schools were selected in this study. Two primary schools are in Tshwane South District office (D4) and the one primary school is in Tshwane North District office (D3) according to the district demarcation boundaries. The aim of these in-depth interviews was to explore the three educators' roles from the seven educators' roles in management of inclusive classrooms in English First Additional Language (FAL) in the Grade Six inclusive classrooms. With the in-depth interviews, the researcher focused on distinguishing between realities (that is, what exactly transpires at the specific schools), as opposed to the ideal situation (that is, what participants said they knew had to do with regard to the experiences of educators in management of the Grade Six inclusive classrooms).

4.4 RESEARCH FINDINGS

This study found that understanding educator's roles despite being outlined in the Minimum Requirements for Teacher Education Qualifications (MRTEQ) (Department of Education, 2011) educators and the learning support educators played a crucial role in facilitating support through curriculum differentiation and using adapted lessons to meet learners different needs and accommodate diversity in the inclusive classrooms (Department of Education, 2001). All educators and the learning support educators were involved to some degree in extra-school programmes such as sports, cultural and artistic activities and this taking more of their time and most probably to the detriment of the Minimum Requirements for Teacher Education Qualifications (MRTEQ) (Department of education, 2011).

4.4.1 Inclusive Education: Education White Paper 6 (Department of Education, 2001)

All the participants agreed that inclusive education is the placing together of diverse learners irrespective of their learning barriers, within the same classroom in the same school. Inclusive education, according to the participants, is an education system in which all kinds of learners are taught together in mainstream classrooms, where all learners are treated equally irrespective of their learning barriers in the same institution. According to Participant B, *"inclusive education means the inclusion of all learners in mainstream classes. Education becomes non-discriminatory. All learners are offered the same opportunity to learn."* This was also confirmed by participant A, who mentioned that,

Inclusive education is a system which acknowledges the diversity of learners in a classroom, including those who experience barriers to learning, and yet it emphasised that those learners' needs should be met by the educators in an equal way as those learners who do not experience barriers to learning.

Inclusive education is not just a mere putting together of learners with different abilities and disabilities together within the same classroom in the same school, but it refers to "the commitment to educate each child, to the maximum extent appropriate, in the school and classroom he/she would otherwise attend. Therefore, inclusive education involves bringing the

support services to the child and requires only that the child will benefit from being in the class” (Rogers, 1993: 1).

Participant C defined inclusive education according to the Education White Paper 6 (Department of Education, 2001), *“as a system of education that is responsive to the diverse needs of learners, acknowledging that all learners and youth have capabilities of learning and all learners need support.”*

Participant D stated that, *“inclusive education is a means to include all learners in the same classroom within mainstream education”*, because previously learners who experience barriers to learning were referred to special schools. In the current era, the Education White Paper 6 (Department of Education, 2001) provides the framework for the implementation of inclusive education in the mainstream schools. It aims to address the diverse needs of all learners in one undivided education system and strives to steer away from the categorisation and separation of learners according to their disability but to facilitate their maximum participation in the education system (Department of Education, 2005).

Participant E mentioned that, *“inclusive education embraces all learners according to their abilities, including those who experience barriers to learning in the classroom and thus all learners are accommodated.”* This means that every learner has a fundamental right to education, and must be given the opportunity to achieve and maintain an acceptable level of learning. Every learner has unique characteristics, interests, abilities and learning needs, therefore education system should be designed and educational programmes implemented to take into account the wide diversity of these characteristics and needs (UNESCO, 1993). Participant F forwarded that,

Inclusive education is the education of learners who experience barriers to learning and who learn with their peers in the same classroom under the same roof, as educators we try as possible to give the learners enough support to access the curriculum, and it does not necessarily mean that the learners are discriminated [against]. I personally believe that educators must use inclusive classroom activities more, and those that work for everyone, so that everybody is included.

It appears from this study that, all the participants understood inclusive education as the education system that takes into account the special teaching and learning needs of all children and young people who are experiencing marginalisation and vulnerability, including children with disabilities. Inclusive education seeks to empower all of them and improves the conditions for education for all. Therefore, inclusive education allows learners who experience barriers to learning to learn along with their peers in the same classroom under the same roof and are supported through curriculum differentiation, adapted lesson plans and Individual Education Programmes (IEP) to overcome their learning barriers.

4.4.2 The educators' strengths regarding the implementation of the policy on inclusion

The educators' strengths regarding the implementation of the policy on inclusion are based on their qualifications of inclusive education, experience and passion of teaching learners who experience barriers to learning in English First Additional Language (FAL) in the Grade Six inclusive classroom. The participants responded differently in this question. Participants A indicated that,

when I become aware that a learner may have some kind of problem which he or she needs assistance, I make deliberate attempt to collect more information about the problem. After having collected sufficient data on the problem area I make conscious plans to assist that learner to overcome the problem. During the assessment and the learning support of the learner, I often cooperate with others e.g. the educators, other learners and the principal. When I need advice on how to support the learners who experience barriers to learning I approach the School-Based Support Team for the intervention strategies. In the case of serious problems I collaborate with the education support services of the District-Based Support Teams.

Participant B indicated that her personal strengths regarding the implementation of the policy of inclusive education is that, *"I should always know about the problems/barriers which are affecting the learners in order to plan and implement the curriculum that would benefit all the learners in the classroom."* However, Participant C differed with other participants, and mentioned that her personal strengths regarding the implementation of the policy of inclusive

education in the classroom, noting: *“I have learners with diverse learning needs in my classroom and I have capabilities of compiling a suitable support programme for learners who experience barriers to learning, and I can even adapt curriculum to be accessible for learners in a diverse classroom.”*

According to participant D, her personal strengths regarding the implementation of the policy of inclusive education is to group the learners according to their level of performance and support them according to their learning needs. Participant E mentioned that,

Individual teaching is necessary to assist learners who experience barriers to learning, and as educators who serve in the School-Based Support Team, we conduct afternoon lessons using different intervention strategies to support learners to overcome their learning barriers.

Participant F mentioned that, my personal strengths regarding the implementation of policy of inclusive education is the *“ability to adapt the curriculum, adapt reading materials, which are at the learners’ level of operation and learning.”*

The contradictions amongst the responses provided by all participants, regarding their personal strengths in the implementation of the policy of inclusive education differs according to their understanding of the implementation of the policy and their schools context, however all participants mentioned that curriculum adaptation and compiling a suitable support programme for learners who experience barriers to learning, particularly in English First Additional Language (FAL) in the Grade Six inclusive classrooms is their personal strengths.

The educators and learning support educators emphasised that, when they experienced a challenge in supporting learners who experience severe barriers to learning in English First Additional Language (FAL), they request support from the District-Based Support Teams (DBSTs) and other District officials within the Department of Education. This simply means that the District-Based Support Teams (DBSTs) should collaborate with the School-Based Support Teams (SBSTs) to provide specialist input for the purpose of identifying barriers to learning and development, learner support needs and informing the development of Individual Support Plan

for learners. In addition, the District-Based Support Teams (DBSTs) will make provision of relevant staff development programmes that include training and classroom support to educators, so that they can develop their ability to address diverse needs and barriers to learning in the classrooms and the school as a whole (Department of Education, 2010: 45-46).

4.4.3 Educators' strengths regarding inclusive classroom setting

Responding to the third question, on what educators consider being their strengths with an inclusive classroom setting, all the participants have different strengths with inclusive classroom settings. According to Participant A, she manages her classroom effectively by adapting the teaching to the needs of the learners and assigns a classroom to specific learners, provide guidelines for the curriculum to be followed and teaching materials designed to suit the individual needs. Participant B mentioned that, *"I need to be more accommodating with an inclusive classroom setting and be able to plan and implement the curriculum that would benefit all the learners in the classroom"*. Participant C mentioned that,

inclusive classroom settings entails learners that have behavioural problems, visual and impairment problems, learners with epilepsy, learners with disabilities, and learners that are intellectually challenged; and to manage such a class I need to have good management skills like, managing physical environment, establishment of classroom routines, establishment of classroom rules, implementation of time management and keeping with classroom administration.

Participants D and E demonstrated the usage of heterogeneous grouping method (mixing learners) in their classrooms help them to use peer tutoring method to assist learners. Peer tutoring method is used to encourage learners who have already mastered a concept to assist those who are struggling to master the concept. Significantly, Participant F mentioned that,

my personal strength within an inclusive classroom setting is the ability to manage inclusive lessons and to promote active participation for all learners

including those who experience barriers to learning in English First Additional Language in the Grade Six inclusive classrooms.

The understanding of educators and the learning support educators in terms of their strengths within an inclusive settings is different, because participants A, C, D and F indicated that they use different strategies methods and resources to teach English First Additional Language (FAL) in the Grade Six inclusive classrooms, while participants D and E indicated that group work assist the learners in their learning in the diverse classrooms.

Participant B believed that inclusive classrooms ought to accommodate all learners, irrespective of any barrier or disability, stating that the classroom arrangements, resources and positive reinforcement are used to arouse learners' interest in learning. During the study, it was observed that in two classrooms where the in-depth interviews were conducted, some learners were given Individual Education Programme to complete tasks at their own learning pace.

The Individual Education Programme also called (IEP), is a document that is developed for each public school child in need of special education. The IEP is created through a team effort, and reviewed periodically. The IEP is intended to help children reach educational goals more easily than they otherwise would. In all cases, the IEP must be tailored to the individual child's needs as identified by the IEP evaluation process, and must be especially help educators and related service providers to understand the child's disability and how the disability affects the learning process (IDEA, 2004). Therefore, the IEP describe how the learner learns, how the learners' best demonstrates that learning and what educators and related service providers will do to help the learners learn more effectively (Lewis, 2005).

4.4.4 How educators and the learning support educators adapt their teaching practice to accommodate learners who experience barriers to learning in the classroom

Responding to the fourth question, regarding how educators and the learning support educators adapt their teaching practice to accommodate learners who experience barriers to learning in their classrooms, all the participants mentioned detailed explanation of the activities used to accommodate all learners. Greater emphasis was placed on what was taught and the pace of teaching and learning. Participant A mentioned that,

I take the learners limitations into account by not using difficult language to ask or say something, and I speak directly to learners in an interested manner and in a normal, natural voice, and I do not use idiomatic expression in every language.

Participant B mentioned that, she adapted the teaching practice to accommodate learners who experience barriers to learning by assessing them differently according to their abilities by means of classwork activities, tests, assignments or design the curriculum, which will help learners to rich their full potential. Significantly, Participant C mentioned the reasons for using differentiated lesson planning, stating that learners' levels of ability are a priority to teaching and learning, and that they can also be assessed orally by using pictures and objects or body expression. Participants C further mentioned that

to accommodate learners who experience barriers to learning in my classroom, I should consider the multi-level teaching approach, that assumes the principle of individualisation and flexible for inclusion and it allows the different levels of thinking for learners, thus, as educators we need to design different learning programmes that promote one lesson with a variety of teaching levels to accommodate all learners in the classrooms.

Participant D indicated that she adapt her teaching practice to accommodate learners who experience barriers to learning in her classroom by giving learners the same test and those learners who cannot achieve the expected results, for example a comprehension test, where they have to write a paragraph, *"I assist the learners by showing them the pictures so that they speak about the pictures and when they write they have a clue of what to write."*

Participant E mentioned that, in the beginning of the year, they screen and identify learners who experience barriers to learning in their classrooms, to check what is their strength and weaknesses and they communicate with their parents, and sometimes they don't get much support from the parents, due to a lack of parental involvement in the school activities. Participant E highlighted that, when she asked the parents to assist their children with school work, one of the Grade Six parents in School C mentioned that, *"I didn't go to school and I can't assist my child with the school work"*. Therefore, the parents were encouraged to support and monitor the manner in which their children do their school work. Participant F mentioned that,

I adapt my teaching practises, the learning outcomes, the pacing, learning materials and the teaching methods to accommodate learners who experience barriers to learning in my classroom.

Based on the data gathered during the in-depth interviews and non-participatory observation in English First Additional Language (FAL) in the Grade 6 inclusive classrooms, all participants were very positive about the issue of curriculum adaptation and agreed that,

whenever we teach we use different teaching methods, pictures, real objects and other relevant teaching aids, and we make sure that the teaching aids are attractive and visible enough so that our lessons activities become inclusive and accommodate all learners within the classrooms.

All participants in this study agreed that they adapt their teaching practise and teaching methods to accommodate learners who experience barriers to learning in English First Additional Language (FAL) in the Grade Six inclusive classrooms. Vygotsky (1978: 85) also supports the view that teaching practices and teaching methods ought to be adapted during mediation of learning so as to accommodate learners who experience barriers to learning, and educators should ensure that learning should be matched in some manner with the child developmental level in the Zone of Proximal Development (ZPD).

4.5 THE SEVEN ROLES OF EDUCATORS: THE NORMS AND STANDARDS OF EDUCATORS, EDUCATION LABOUR RELATIONS COUNCIL AND THE MINIMUM REQUIREMENTS FOR TEACHER EDUCATION QUALIFICATIONS (DoE, 2000, 2004, 2011)

4.5.1 Learning mediator role

The participants in this study were fully informed about the seven roles of educators as outlined in the Minimum Requirements for Teacher Education Qualifications (MRTEQ) (Department of Education, 2011). According to Participant A, the educator as a learning mediator has the occasion to mediate learning in a manner which is sensitive to the diverse needs of learners, including those who experience barriers to learning. Therefore, educators will contrast learning environments that are appropriately contextualised, inspirational and communicate effectively, showing recognition of and respect for the differences of others. Furthermore participant A mentioned that,

to mediate learning; I will demonstrate sound knowledge of subject content and various principles strategies and resources appropriate to the teaching of English First Additional Language (FAL) in the Grade Six inclusive classrooms.

Participant B indicated that to mediate learning, *“I would be expected to understand and interpret existing learning programme, design [my] own learning programmes, select and prepare suitable textual and visual resources for learning.”* Participant D mentioned that, *“when I teach learners, I don’t only concentrate on the subject matter, but also on the child as a total being, because teaching prepares these children for the outside world that is why we have to bring along the lived experiences in the classrooms.”*

By way of example, when I as the researcher teach learners about letter writing, I will ask them who is their role model, then they will speak about their role model and they must do some research about that role model. In such case that they pick somebody who is a celebrity, the learner obviously will want to become that role model and do what the role model does. They are asked to write a letter to their role model and tell them what is it that they like about that

person, you are stretching them, and they are going to apply their knowledge of writing, because they are being requested to write letters. Participant D further mentioned that,

as we know that in an inclusive classroom we have to accommodate all learners with different abilities, teaching them grammar/language structure for instance I am going to ask them about verbs, teaching them, one have to do some action and learners have to give their own examples say the word and do the action, before we can move to constructing sentences, or before we can go into teaching tenses, and so on. They must understand also the use of flash cards and pictures is very important.

Participant E indicated that, the role of an educator is to become a *loco-parentis*, i.e. the educator becomes the source of guidance and support to learners while they are at school. Participant E further mentioned that in my classroom, there are rules, which I expect learners to obey, and if they don't obey the rules, I reprimand them with guidance and love as children, because at that time, I am acting as a *loco-parentis*. This simply means that quality teaching and learning takes place in a well-disciplined classrooms.

Participant F mentioned that,

she understand learning mediator role in two ways, firstly as a subject facilitator in English First Additional Language, and also to mediate between the learners family and other professionals, because learners who experience barriers to learning need somebody who must inform support services how they manifest themselves [sic]; so that to make others understand that they need particular support for them to learn effectively.

Apart from Participant C, all the participants in this study demonstrated a sound knowledge of learning mediator role, knowledge of learning area, content and contrast learning environments that are appropriately contextualised and inspirational to learners who experience barriers to learning in English First Additional Language (FAL) in Grade Six inclusive classrooms.

4.5.2 Mediation role in English First Additional Language in the Grade Six inclusive classrooms

To respond to the question of how the educators and the learning support educators mediate learning for the learners who experience barriers to learning in English First Additional Language (FAL), in the Grade Six inclusive classrooms, participant A argued that, *“educators should use the language of instruction appropriately to explain, describe and discuss key concepts in the Grade Six inclusive classrooms”* therefore, educators and learning support educators should prepare thoroughly and thoughtfully for teaching by drawing on variety of teaching methods, resources, the knowledge, skills and processes of English First Additional Language (FAL); learner’s existing knowledge, skills and experience using key teaching strategies such as higher level of questioning; problem-based tasks and projects; appropriate use of group work; whole class teaching; and individual self-study. Educators should also adjust teaching strategies to meet the developmental stages of learners and the knowledge requirements of English First Additional Language (FAL) in the Grade Six inclusive classroom.

Participant B mentioned that,

I would equip learners with necessary knowledge, skills and attitudes to be able to mediate learning and use of community libraries; I will also support learners who experience barriers to learning by giving extra classroom activities or assignments, and they will assist one another in group work and I will also monitor and facilitate the learners’ progress.

Participant D stated the following about mediation role in the English First Additional Language (FAL) in the Grade Six inclusive classrooms,

I would accommodate all learners with different learning abilities, teaching them language structure (grammar), let’s say for instance, I am going to ask them about verbs, and do some actions and learners have to do some actions and give their own examples: say the word, and do the action before we can move to constructing sentences, or before I can go into teaching tenses, and they should also understand the use of flash cards and pictures is vital in their learning process.

Participants E and F agreed that teaching reading comprehension in the Grade Six inclusive classroom, it is vital for educators to bring many learning aids as possible, such as concrete aids, semi-concrete aids, pictures, and so on, and which you would bring even if there were no learners with barriers to learning and also make sure that the stories that the learners are reading, and the frequency of words that the learners know are included in their reading lesson.

4.5.3 Better practices performed by the educators in mediation role for the learners who experience barriers to learning in the Grade Six inclusive classrooms

In response to the question as to whether have you done to better your role in mediation for the learners who experience barriers to learning in your classroom, the participants differ in their practices. Participant A indicated that,

I used texts in which learners were required to read individually in order to be in a position to identify learning barriers. I have noticed that some learners had sensory, severe poverty, late enrolment at school, rooted inappropriate pedagogy overcrowded classrooms.

Participant A further mentioned that, for the learners who experience sensory barriers such as hearing,

I notified their parents, and hence some learners were taken to medical practitioners. I also placed the learner in front of the class, and I spoke louder when I am teaching [sic] to accommodate all learners, and I use open-ended questions and statements to assist learners who do not write properly as a result of perhaps overcrowding or lack of basic and appropriate learning support materials. Further to that, learners who do not write properly were given hand-outs/worksheets so that they could practice how to transcribe, hoping that these activities would assist them, to improve their writing skills.

Participant B stated that, *"I encourage my learners to become independent learners and take responsibility for their own learning and supports one another while working in groups."*

Participant D and E agreed that, for the reading lessons, firstly learners have to identify the title

of the book, analyse and discuss the title, the pictures outside the book is very important, along with who is the author of the book, and afterwards the whole class should make predictions from the pictures on what is the story about and what would be the ending, the theme (moral of the story), where every learner is given a chance to analyse the story. Therefore, learners who experience barriers to learning have the opportunity to learn from the other learners, and this exercise boosts their self-esteem in reading. Participant F indicated that assessment is integrated with teaching and learning, and when it is time for assessment *“I consider straddling the assessment standards of the grades so that I could also give those learners who experience barriers to learning the activities on their level of ability.”*

4.5.4 Intervention strategies used to assist learners who experience barriers to learning in English First Additional Language in the Grade Six inclusive classrooms

The participants' responses are different, since their classrooms have different learners who experience barriers to learning and who require different intervention strategies for learning support. Participant A indicated that,

“I compile a questionnaire to use during my conversation/interview with the learners trying to find out various language errors the learners makes, during my observation and to analyse each error in terms of dimension of language.”

Thus, the information will assist me to know which intervention strategies the learner needs in order to be supported in his/her learning barriers. Participant A further mentioned that to support a learner who experience barriers to learning effectively, she encouraged the learner to do some actions in the listening (oral) activity to show understanding. Basic sight words were taught to the learners to practice reading at home in order to write the spelling test the following day. Participant B mentioned that, *“I would identify and assess learners who experience barriers to learning on basis of school work and deal with the problems that occurs inside and outside the classroom.”*

Participant D mentioned too that to support learners who experience barriers to learning in English First Additional Language (FAL) in the Grade Six inclusive classrooms depends on the

assessment standard that the educator is assessing at that particular time, for instance in reading lessons,

I would use pictures and with writing a paragraph I would use a mind map with key words for example, I would write the heading of a particular topic and explain to the learners and write the introduction and the key words until the conclusion thus, the learners would be able with the assistance of pictures to construct sentences in a point form, and after that, learners are supposed to join the sentences, of which by then [sic] I would have explained the conjunction to the learners.

Participant E indicated that she provides more time to learners to complete their tasks and allow them to learn through picture association, for example, the story with pictures was provided, in which learners have answered open-ended questions. In terms of writing, the pictures were given from which the learners would develop a story and construct sentences in a point form, discuss it with their peer tutors, and later with their educators, in the whole classroom.

Participant F mentioned that, to support learners who experience barriers to learning in English First Additional Language (FAL) in the Grade Six inclusive classrooms, she would start by motivating the learners and making sure that the learners get interested in reading, and also to analyse what the learners needed to do, breaking this up into pieces and making sure that the learners do work that is adequate, and not too small or too much for them to progress at their own pace: *“I would say task analysis and motivation are inevitable during mediation of learning.”* All the participants, apart from Participant C agreed that, they adjust their teaching strategies to support learners who experience barriers to learning and to meet their educational needs in English First Additional Language (FAL) in the Grade Six inclusive classrooms.

4.6. THE EDUCATOR AS SUPPORT PROVIDER: COMMUNITY, CITEZENSHIP AND PASTORAL ROLE

4.6.1 The functionality of the School-Based Support Teams

To response to the question: ‘does your school have a functional School-Based Support Teams (SBSTs)?’, Participant C differed from all other participants, who agreed that their schools ought to have functional School-Based Support Teams (SBSTs). Participant C indicated that,

our school was nominated as full-service school, and was granted three learning support educators, and now the School-Based Support Team has developed the concept of shifting their responsibility to the learning support educators.

Therefore, the School-Based Support Team (SBSTs) of School B, which is the school in the township, is not functional. The School-Based Support Teams (SBSTs) of School B shift their responsibilities to the three learning support educators of their school. To answer the question as to what you might do to get your School-Based Support Teams (SBSTs) up and running as educators and the learning support educators of English First Additional Language (FAL) in the Grade Six inclusive classrooms, Participant C mentioned that,

I have invited the School-Based Support Teams to come and collaborate with the learning support educators to design a management plan that will encourage each one of us to take responsibility, and that management plan entails the responsibilities and duties of who is doing what at what time, so it encourages functioning for the whole team.

According to the responses based on the question of the functionality of the School-Based Support Teams (SBSTs), it seems from this study that the roles and responsibilities of the School-Based Support Teams members overlay with those of the learning support educators, and as a result, teaching and learning processes become ineffective, since no one takes responsibility to identify and provide intervention strategies to support the learners who experience barriers to learning. Therefore, the focus ought to be on ensuring that there is sufficient curriculum differentiation delivery in English First Additional Language (FAL) in the Grade Six inclusive classrooms, so as to accommodate learners’ educational needs, making support systems available for learners and schools.

4.6.2 The roles and responsibilities of the School-Based Support Teams

The policy on Screening, Identification, Assessment and Support (Department of Education, 2014:31) describes the core roles and responsibilities of the School-Based Support Teams as coordinating all learner, teacher, curriculum and school development support in the school. This includes linking the School-Based Support Teams to other school-based management structures and processes, or even integrating them in order to facilitate the coordination of activities and avoid duplication. The School-Based Support Teams also collectively identifying school needs and, in particular, barriers to learning at learner, teacher, curriculum and school levels.

The Education White Paper 6 (Department of Education, 2001: 29) describe the general roles of the School-Based Support Teams as “to put in place properly co-ordinated learner and educator support services, as well as being involved centrally in identifying ‘at risk’ learners and addressing barriers to learning.” This implies its involvement in the early identification of barriers to learning that will focus on learners in the foundation Phase (Grade R-3), who may require support, for example through the tailoring of the curriculum, assessment and instruction. Therefore, the School-Based Support Teams need to support educators and parents/caregivers in this process by providing an opportunity for regular, collaborative problem solving around areas of concern, and by facilitating the provision of support where needed.

To answer the question of the roles and responsibilities of the School-Based Support Teams, Participant A and B indicated that the roles and responsibilities of the School-Based Support Teams are to support teaching and learning process in schools. Therefore, the School-Based Support Teams ought to facilitate primary intervention strategies so as to provide support for learners and educators in terms of addressing barriers to learning in English First Additional Language (FAL) in the Grade Six inclusive classrooms. Participant C, D, E, and F agreed that the roles of the School-Based Support Teams is to identify learners with barriers to learning and make sure they get the support they need, where it does not mean that the members of the School-Based Support Teams are specialists, but that they are the ones who seek the appropriate support for the learners, who experience barriers to learning, for instance, if the learner has visual problems, it is the role of the School-Based Support Teams to seek assistance for the learner through parents’ permission. For example, the School-Based Support Teams can organise

some professionals such as nurses to come to schools and undertake screening and identification of those learners who experience barriers to learning and provide support to remedy any problems.

4.6.3 The experiences of educators and the learning support educators with regard to pastoral role for the learners who experience barriers to learning in English First Additional Language in the Grade Six inclusive classrooms

In terms of pastoral role for the learners who experience barriers to learning in English First Additional Language (FAL) in the Grade Six inclusive classrooms, Participant A and C indicated that, as learning support educators, their tasks is to check the wellbeing of the learners and not focus only on the curriculum challenges of the learners: *“our task is to come up with diagnostic methods on what is hindering learning. If learners experience social problems we should come up with counselling to the learner that has been traumatised by situations.”* Participant B and D mentioned that their experience regarding pastoral role is to *“accept learners with different learning needs in their classrooms and create environment where learners feel comfortable, express themselves freely and take responsibility of their own learning and pursue new ideas.”*

Participant E stated that some educators would buy school uniforms or bring clothes from home for orphan learners and those learners whose parents are unemployed and struggled to support their children. Participant E and F indicated that their schools have vegetable garden to provide for learners who are in need. Participant E further mentioned that, some educators invite learners who are needy to their homes during school holidays, which makes them feel loved and gives them a sense of belonging.

4.6.4 The support with regard to pastoral role from the District-Based Support Teams to educators and the learning support educators in English First Additional Language in the Grade Six inclusive classrooms

The District-Based Support Teams (DBSTs) form a key component in the successful implementation of an inclusive education support system (Department of Education, 2014: 36). According to Engelbrecht and Green (2006: 49), some of the roles of the District-Based Support

Teams act as follows: developing a holistic, community-based approach to support services; building the capacity of School-Based Support Teams; facilitating the assessment of systems needs and learner needs; initiating school-based educator development programmes to make school responsive to diversity; playing a consultative role in supporting educators in schools, where necessary; building capacity and awareness of governing bodies around issues of barriers to learning and development; and facilitating the development of competencies within the community itself.

The District-Based Support Teams (DBSTs) offer support with regard to pastoral role to the educators and the learning support educators in English First Additional Language (FAL) in the Grade Six inclusive classrooms according to the above-mentioned roles of the district support teams. All the participants in this study demonstrated the understanding and knowledge of the roles of the District-Based Support Teams, but argued that the support they got from the District-Based Support Teams is not sufficient, based on the challenges they experienced in their schools. The educators and learning support educators indicated that the District-Based Support Teams visit their schools once or twice in a term to facilitate a workshop on how to deal with abused, orphan and vulnerable learners and how to support learners who are socially and emotionally challenged.

Participant C further indicated that, when there is a problem around the school in cases of death or accidents, we always invite the District-Based Support Teams to come and provide support and counselling to the affected learners. Participant E mentioned that the District-Based Support Teams provide workshops to their school, however, when the school required assistance with practical demonstrations on the problems of learners in terms of the workshop they have provided with, the District-Based Support Teams normally do not arrive. Therefore, it becomes a challenge for the educators and the learning support educators to provide support to the learners who experience barriers to learning, since they only have the theory of the intervention strategies, but lack the practical part of it.

4.6.5 The support offered by other professionals (such as nurses, police, educational psychologists and counsellors) within the school context regarding their pastoral role

McLaughlin (2004: 21-22) support the view that all aspects of schooling, including the pastoral role of the educator, involve providing a good deal of education regarding implicit and explicit values, alongside the formal curriculum, and argues that the pastoral role is an opportunity for encouraging not only cognitive and affective development, but also spiritual and moral development. This may be done in a variety of ways, for example, the professionals such as the nurses, police, educational psychologists and counsellors offer learners support by developing them emotionally, socially and ethical well-being of the learners especially those who experience barriers to learning in English First Additional Language (FAL) in the Grade Six inclusive classrooms.

In response to the question of the support offered by other professionals such as the nurses, police, educational psychologists and counsellors within the school context regarding pastoral role, Participant A mentioned that,

the Department of Health, together with the Department of Education, is implementing an integrated nutrition strategy including the primary schools nutrition project to provide learners from poor families with a nutritious meal. They also provide a child support grant, school uniform and scholar transport for needy children. The two Departments have established a system to identify orphans, coordinate support and care programme for such learners, put in place referral procedures for educators and develop teaching guidelines on how to support orphans and other children in distress.

The Government of welfare services handles learner's problems, such as cases of unsuitable domestic circumstances, poverty, orphans, juvenile delinquents, abused learners and learners of parents who are unemployed or in prison. They also assist with preventative programmes, such as the prevention of teenage pregnancies, suicide among teenagers, school drop outs, etc.

Participant B indicated that, the Department of health provides free healthcare for learners, and vaccinations, to prevent infectious diseases. Participant B further mentioned that, the Department of health launched the Human Papilloma Virus (HPV) vaccine campaign on the 13th

March 2014, targeting the Grade Four girls, aged between nine and twelve years old, to protecting them in future against cervical cancer. Participants C, D, E and F agreed that,

we can always invite a nurse who can come and provide us with their knowledge on how to identify the visual impairments that hinders learning or even the hearing impairments, or when the learner has been diagnosed with diseases like cancer, so the nurse can always come and advise parents of the learner or the learner himself/herself that there is hope, if this type of medication can be taken, and advise that there is hope after this type of diagnos[is].

All the participants in this study agreed that their schools have adopted a manner of informal policing to assist with cases such as theft, burglary, vandalism and bullying of learners by other learners, and to assure the victim of protection from the perpetrator, asserting that the perpetrator will be prosecuted if found guilty.

Participants B and F believed that the educational psychologists of the Department of Education, and the pastors who visit their schools to come and do pastoral role/counselling for the children in distress, are doing a great job, since they assist the learners in developing their self-esteem.

Based on the responses about the support offered by other professionals such as the nurses, police, educational psychologists and counsellors within the school context regarding pastoral role, this study found that all participants were involved to some degree in extra-school programmes such as sports, cultural and artistic activities. The involvement of the participants in such activities ensures that learners with learning barriers are provided with values education alongside curriculum, and thus, that pastoral role is an opportunity for encouraging not only cognitive and affective development, but also spiritual and moral development (Schoeman, Jansen, Dreyer, Swanepoel, Vogel, Steyn, & Kruger, 2011).

Communications with the parents to discuss the wellbeing, conduct and progress of their children proved to be the least prominent role. However, counselling is a new role for most educators and seemingly not easily embraced. For example, counselling is a specialised field that requires special skills and traits. To be trained and be considered a counsellor in South Africa, there is a

limited number of qualifications required, at the selected Master's degree level, which is a level that qualifies you as a counsellor, however new developments of registered counselling which educators can easily undertake is to register with the Health Professions Council of South Africa, if they have appropriate Health Professional Qualifications, according to (Section 17 of HPCSA Act No. 56 of 1974). Therefore, in fulfilling this role, educators have a long educational path to travel, since most of them are just trained to teach in mainstream classrooms.

4.7 THE EDUCATOR AS ASSESSOR OF LEARNING

4.7.1 An assessment concept in the school context

Dreyer (2008: 5) defines educational assessment as a process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; where the process culminates when assessment results are used to improve subsequent learning. This indicates that assessment is a process to gather, analyse, and interpret evidence so as to determine how well students learning matches learning expectations and outcomes. Assessment is an integral part of teaching and learning (Donald, Lazarus & Lolwana, 2006: 97). Therefore, in this study, assessment does not only refer to assessment of scholastic achievement, but also to assessment that determines barriers to learning, along with levels of functioning and participation, so as to determine support needs for learners (Department of Education, 2014: 16).

In response to the question of how the educators and the learning support educators understand assessment in the school context, all the participants in this study unanimously agreed that assessment is an integral part of teaching and learning, and that it is used to gather information to develop a deep understanding of what learners know, understand, and can do with the knowledge gathered during the process of teaching and learning. Assessment also assists the educators and the learning support educators to know where and when to support the learners who experience barriers to learning in English First Additional Language (FAL) since it can identify the learners' weaknesses and strengths. Participant A mentioned that, “

assessment is a further step and this entails deliberately gathering information in order to ascertain whether the problem does in fact exist and, if it does what the nature and scope of the problem is, and what steps could be taken to help the learner concerned." Participant C further stated that, assessment also refers to the systematic gathering of information about component parts of the things to be evaluated. Therefore, assessment can be in the form of formal tasks and non-formal tasks, and it is in the form of tests, assignments, projects, classroom activities, homework etc.

4.7.2 Identification and assessment of learners who experience barriers to learning in English First Additional Language in the Grade Six inclusive classrooms

To respond to the question of the identification and assessment of learners who experience barriers to learning in English First Additional Language (FAL) in the Grade Six inclusive classrooms, participant B, C, D, and E agreed that they use several appropriate assessment techniques to gather suitable information of the learner, by means of formal tasks, and non-formal tasks, that requires his or her to demonstrate knowledge and skills. Participant A mentioned that,

I make use of ordinary methods such as observation, interviewing and informal testing of the learners' learning environment. I follow up any defiant behaviour that I may detect in the learner in order to obtain concrete proof as a basis for trying to solve the learner's problems. I provide each learner with a variety of opportunities to demonstrate his/her competence in different ways and in different contexts.

Participant F stated that, she identifies and assesses learners experiencing barriers to learning in each and every lesson, by giving learners some classroom activities in their level of understanding and adapt curriculum if the learner doesn't understand the activity,

I do curriculum adaptation; and when I [have] realised that this learner has a problem, I need to assess them differently at a lower level, for instance when I teach grammar/language structure opposites, I need to use pictures so that the

learners can understand easily. Thus, I would assess learners on what they have been doing currently on the support programme, while they are still mastering the concepts.

Based on the above responses, this study found that assessment can be the process of gathering information to monitor progress and make educational decisions of the learners and concluding whether any barriers to learning for that learner are present, and if so, what the nature and severity of these barriers are. Therefore, decision-making and planning in terms of the necessity for support programme, and, if so, the type of support that should be provided is necessary to assist the learners to overcome their learning barriers.

4.7.3 Planning and implementation of Individual Education Programme to support learners who experience barriers to learning in English First Additional Language in the Grade Six inclusive classrooms

To plan and implement the Individual Education Programme (IEP) to support learners who experience barriers to learning in English First Additional Language (FAL) in Grade Six inclusive classrooms, Participant C indicated that the process is started by thorough screening in a form of an interview, where the learner is invited by the educator, and the educator will ask some questions to detect the history background and the personal information, and from there the educator will establish the support that is needed by that learner. It further entails other multi-disciplinary committees, the parents/caregiver, nurses, educational psychologists and the social worker are included in the process.

Participant A indicated that, to plan and implement the Individual Education Programme to support learners who experience barriers to learning, she determine the outcomes, develop learning programmes, decides on the level of learning to take place, chooses learning activities, and considers individual past experiences, learning styles and preferences. Significantly, Participants B, E and F agreed that the educators and the learning support educators in English First Additional Language (FAL) in the Grade Six inclusive classrooms should develop the questions and activities that are aimed at different levels of ability and provide opportunities for

a variety of participation levels such as individual, pairs, and small group activities and to evaluate learners based on individual objectives and progress.

According to Participant D, it is not quite easy to plan and implement the Individual Education Programme so as to support learners who experience barriers to learning in English First Additional Language (FAL) in the Grade Six inclusive classrooms, since their school is under Gauteng Primary Literacy and Mathematics Strategy (GPLMS) programme. Schools that are under Gauteng Primary Literacy and Mathematics Strategy (GPLMS) received the lesson plans/lesson programmes, as well as assessment plans from the Department of Education.

Participant D further mentioned that, even when the educator assessed the learner, and the learner did not achieve the learning objectives, GPLMS framework will scaffold the learner to achieve the learning objectives, because he/she is provided by the frame of reference to understand the learning activity e.g. paragraph writing (Department of Education, 2012) (see Appendix H for GPLMS Term 1 English First Additional Language (FAL) lesson plan framework). The Strategy for Teaching English Across the Curriculum also provides generic guidance on writing across the curriculum, for example, in the writing of a paragraph structure for English First Additional Language (FAL) in the Grade Six inclusive classrooms (EAC), Grades R-12 (Department of Education, 2013: 11). Further to that, the teaching of English First Additional Language is outlined in the National Curriculum Statement (NCS) Curriculum and Assessment Policy Statement (CAPS) for the Intermediate Phase Grades Four-Six (DoE, 2011).

Participant F further indicated that the Department of Education launched the Foundations for Learning Campaign (FFL), aimed at improving basic literacy and numeracy in schools. This was a four-year campaign, formulated to create a national focus to improve the reading, writing and numeracy skills of all learners. The foundations for learning campaign encourages all schools to set aside at least an hour a day for reading, and that is when *“I got enough time for teaching reading lessons and implement Individual Education Programme to support learners who experience barriers to learning in my classroom”* (Department of Education, 2005b). Therefore, this study argues that educators and the learning support educators of English First Additional Language (FAL) in the Grade Six inclusive classrooms ought to plan and presents lessons in such

a way that they can accommodate all learners, irrespective of their learning barriers. However, they should also ensure that learners acquire the necessary learning and thinking skills and strategies necessary for independent learning and thinking.

4.7.4 Curriculum adaptive methods of assessment in English First Additional Language in the Grade Six inclusive classrooms

The purpose of curriculum adaptive methods of assessment is to minimise the impact of range of intrinsic and extrinsic barriers on the assessment of the learner. The aim of the curriculum adaptive methods of assessment is to achieve a balance between meeting individual needs and maintaining assessment validity, this implies addressing the barrier, not compensating for it. Therefore, curriculum adaptive methods of assessment assist the educators in planning intervention and learning support strategies in such a way that all barriers are effectively addressed (Department of Education, 2002c: 9).

Responding to the question of how the educators and the learning support educators of English First Additional Language (FAL) in the Grade Six inclusive classrooms understand curriculum adaptive methods of assessment, all the participants apart from Participant E agreed that they do adapt their assessment methods to minimise the impact of range of intrinsic and extrinsic barriers on the assessment of the learners. Participant E indicated that, *“Special Concession is an alternative/adaptive methods of assessment granted to learners who experience barriers to learning”*, thus, the educators and learning support educators adapt the ways in which they assess the learners, for example, when the learner is able to respond verbally and not able to write answers down during the examination, then the educator adapts the assessment, by asking the learner oral questions implying that the learner was granted special concession to write his or her examination (Department of Education, 2001; 2014).

According to Participant A, B and C, they use differentiated adaptive methods of assessment in their teaching of English First Additional Language (FAL) in the Grade Six inclusive classrooms, so as to accommodate the needs of individual learners. For example, during baseline assessment, the educator assesses learners at the beginning of a new year in order to establish the nature and extent of the barriers to learning experienced by learners in a class and their current

academic level of performance. This is also used at the beginning of a new set of learning activities to find out what the learners already know and can demonstrate (DoE, 2005a: 9, Dreyer, 2008: 55).

Formative assessment is defined as an on-going gathering of information over a period of time, and is designed to monitor and support learning, it can be formal or informal in nature. Diagnostic assessment in the form of continuous formal and informal monitoring of learner's progress, encourages a diagnostic dimension, which points out learners individual strengths and needs, and helps the educators to place learners and provide enrichment or remediation. The Grade Six English First Additional Language lesson plans, learners' worksheets and rubrics with differentiated adaptive method of assessment are attached in the list of appendices at the end of the study (Department of Education, 2005a: 9, Dreyer, 2008: 55) (see Appendix H).

Summative assessment – it is a final judgement on a learning programme or part of a learning programme to place learners on a particular level of achievement in relation to the chosen outcomes. The outcome of summative assessment may also be used for teaching and learning support purposes and the awarding of certificates, for example the General Education Certificate after Grade Nine (Department of Education, 2005a: 9, Dreyer, 2008: 55).

Systemic evaluation refers to the collecting of data on learner's achievements through the use of standardised tests and examinations. The data is processed, analysed and interpreted and the results used for curriculum development, the evaluation of the teaching and learning process, determine the appropriateness of the educational settings and other organisational functions in the provision of education. In other words, this type of assessment provides a value judgement of impersonal entities and evaluates the appropriateness of education system (DoE, 2005a: 9).

All the participants in this study demonstrated a sound knowledge of curriculum adaptive methods of assessment, however there was less evidence of the use of general inclusive assessment strategies and educators' sensitivity to the needs of individual learners. Therefore, this study argues that, to support learners who experience barriers to learning in English First Additional Language in the Grade Six inclusive classrooms, the learning support educators and other subject educators should consider that, general inclusive assessment strategies should be

flexible. As a result, learners who experience barriers to learning in English First Additional Language (FAL) in the Grade Six inclusive classrooms should be given enough time to demonstrate competency in their assessment tasks.

Learners who experience barriers to learning in English First Additional Language (FAL) in the Grade Six inclusive classrooms could, for example, be given more time in tests but also in all other methods of assessment (DoE, 2003b: 11). Therefore, assessment could also include a practical component, such that learners are actually able to demonstrate their competence without having to use language. Augmentative and alternative communication strategies can also be used to supplement and enhance the learners' ability to communicate effectively (Department of Education, 2005a: 108).

4.7.5 The support provided by the District-Assessment Teams to educators and the learning support educators in English First Additional Language in the Grade Six inclusive classrooms

In terms of the support provided by the District-Assessment Teams (DATs) to educators and the learning support educators in English First Additional Language (FAL) in the Grade Six inclusive classrooms, participant A indicated that, *"the District Assessment Teams focuses increasingly on involving and supporting educators in assessment, building their capacity and where appropriate in developing interventions as well as preventative and promotional programmes."*

Participant B, C, D, E and F agreed that, the District Assessment Teams (DATs) facilitates workshops to assist the School Assessment Teams (SATs), educators and the learning support educators with the intervention strategies and inclusive assessment strategies to support learners who experience barriers to learning in English First Additional Language (FAL) in the Grade Six inclusive classrooms. This simply means that the District Assessment Teams should continuously offer support to the School Assessment Teams in terms of departmental assessment policies and practices because the educators' narrow understanding with regard to assessment indicated that more training is needed, because inclusive education covers also aspects of curriculum differentiation, different forms of assessments methods and techniques.

To provide effective learning support, the District Assessment Teams and the School Assessment Teams should screen, identify and assess learners as early as possible after learner's entrance into formal schooling, namely in the foundation phase (Department of Education, 2005a: 43-44). The School-Based Support Teams should know the learners well and to plan effectively so as to accommodate different learning styles and differences in learning. In the inclusive classrooms, assessment refers to continuous assessment of learner's needs, which include outcomes in specific learning areas and developmental progress made, and the system functioning, which refers to all aspect of the school, the curriculum, classroom management, teaching practices. Thus, the overall purpose of assessment is to improve learners' achievement of outcomes, and their access to the curriculum, as a basis for intervention and support.

4.8 THE EDUCATOR IN COMMUNITY INVOLVEMENT

4.8.1 The experiences of educators and the learning support educators in community involvement for the learners who experience barriers to learning in English First Additional Language in the Grade Six inclusive classrooms

To respond to the question of the experiences of educators and the learning support educators in community involvement for the learners who experience barriers to learning in English First Additional Language (FAL) in the Grade Six inclusive classrooms, the participants' responses are different, since they serve in different communities. Participant C and D emanated from the same school and Participant C indicated that, *"our school is in the informal settlement where there are a lot of challenges, and most of our learners are child-headed families, orphans who experience a lot of poverty and have behavioural problems."*

Participant C further indicated that most of our learners who are being identified as having barriers to learning are being stigmatised by the community, and again the community finds it difficult to accept them, and they interpret them to be bewitched, or delinquent children. So the surrounding community is frustrated, and there is a problem of resources, where, if you are to refer the learner to get counselling or remedial assistance, you know this is really a problem to teach learners with these community issues, because sometimes there is also no parental involvement and support for this learner.

According to participant E and F, their community has pastors as well as motivational speakers, who will come during morning devotions (assembly) to talk to the learners about how to take care of themselves, how to be responsible, and how to respect their educators, their parents and themselves. This is important because the learners need to know that they are not only asked to behave appropriately in the school, but also in the community. Since the community is a disadvantaged community, with lots of crime the learners are at high risk of school failures and drop out, and so there are many barriers to learning, which requires educators who are trained properly in inclusive education, so that they can be able to support the community to support their children.

4.8.2 Factors located within the community as wider context that may cause barriers to learning in English First Additional Language in the Grade Six inclusive classrooms

To respond to the question as to what factors are located within the community as wider context that may cause barriers to learning, all the participants agree that related factors such as language and cultural differences amongst the learners, the effects of the decline of moral and value systems, the HIV/AIDS pandemic and its effect on the learning climate, bullying amongst learners, poverty stricken families, child-headed families, orphans and vulnerable children, and drug abuse by learners, causes barriers to learning for most learners in schools. Participant A and C indicated that, *“most of our parents around the school are unemployed, alcoholism and learners who have no supervision, gangsterism, drug abuse and negative expectations of the future cause barriers to learning for many learners in our schools”*.

According to Participant F, most of the learners in their school experience barriers to learning, due to disintegration of family life, as well as lack of parental supervision, because their parents work in the City of Tshwane, and they come home late or even over the weekends. Therefore, parents responsibilities, like assisting learners with homework and guiding the learners, is lacking, and because of that, insufficient parental guidance and involvement in school work, the learners lag behind in their school work, experience barriers to learning, and some end up being the victims of teenage pregnancy, becoming school drop-outs and young criminals.

4.8.3 Community support

To respond to the question of how communities around the school can support educators in their role, a variety of responses were recorded, because the participants' communities are not the same. Participant B, C, D, E and F indicated that the communities around their schools do not support them in terms of their roles as educators, and the learning support educators, since they believe that it is not their tasks to teach and assist in schools.

Participant D indicated that, some community members mentioned that, *"being a teacher - that is your responsibility, to teach the children at school. We are the parents and we don't know anything about teaching the children."* Participant F mentioned that, in their school parents who are working far away from home and come back over the weekend asked some parents to play a parental role on their behalf. These parents also go step further and see to it that these learners do their school work and when there is a parents meeting, other school related matters they make sure that these learners are represented.

Participant A believed that, for the community to support the educators and the learning support educators in terms of their roles as educators, they need to encourage verbal communication skills, in order to be comfortable with others and to respect the parent's human dignity. Educators and the learning support educators ought to have the ability to create a warm, inviting atmosphere in which parents will feel free to visit the school regularly and to come and discuss their children progress.

According to Participant A, educators and the learning support educators ought to have the ability to recognise the individual skills of parents, and use it for coaching sports, for teaching learners arts and crafts, for singing and traditional dances, and to maintain the school buildings and vegetable garden. Finally the schools ought to involve the parents in the governance of the school, by allowing them to serve in different committees of the school and come up with poverty relief programmes/fund raising projects and assist the schools to realise their vision and mission. This study argues that healthy community members should have the interest in the welfare of their children's education, because the quality of their children's education will in turn determine the quality of their future communities.

4.8.4 Community support provided to educators and the learning support educators

In terms of the community support provided to educators and the learning support educators in teaching learners who experience barriers to learning in English First Additional Language (FAL) in the Grade Six inclusive classrooms, Participant A indicated that the community around their school supports educators and learning support educators by making the learning aids and instruments, which are used in the course of learning, such as small blocks or seeds, which the learners can use to count in the inclusive classrooms. Some community members make curtains to be used to regulate incoming light (for learners who are sensitive to light and whose attention is easily distracted). Furthermore, our school community donates books and magazines to the classrooms to create opportunities for all learners to be exposed to books and during school outings they accompany educators to make it more possible to give learning support to learners who need to be supported.

Participant B, C, and F agreed that their community supported them in the community projects like assisting the learners with homework in the afternoon, since most of the learners do not have parents, and even if they do have parents, some of them are unable to read and write, which poses a challenge for them in assisting their children with homework. So, the community gathers together, and tries to come up with strategies to overcome the problems that the learners are encountering in the school, and they should also form parental support groups that will help the school. Participant D mentioned that, *“we have to find out as the school from those parents who are having [sic] expertise to come and assist, especially when one educator is off sick and not present at school, but unfortunately our community once they come to assist at school they expect remuneration, and that poses a challenge to the school.”*

The community can also help to apply the programme of assistance, for example by continuing with individual education programmes for the educators in the afternoon, over weekends or even during school holidays. This simply means that the parent may have to personally supervise the child’s reading or arithmetic, or whatever the programme entails. Based on the above discussion, this study argues that educators and the learning support educators are expected to understand the values and customs of the community and to help build links between schools and the community in order to promote education and community development.

4.9 SUMMARY

In this chapter, the researcher has discussed the findings of the qualitative inquiry. The participants who participated in the in-depth interviews were three educators and three learning support educators of English First Additional Language (FAL) in the Grade Six inclusive classrooms. The data collected was then classified into patterns, categories and themes. The themes that emerged from the analysis are: the educators understanding of inclusive education policy; the educators understanding of the three educators' roles, different teaching strategies; teaching resources; curriculum adaptation; different methods of assessment; and the role of the school-based support teams and district-based support teams in the school.

The in-depth interviews and observations made in the Grade Six classrooms found that the educators and the learning support educators use adapted curriculum and different teaching strategies to accommodate all learning needs and levels of ability. The data that was analysed also found that the educators use different lesson plans and activities to include all the learners in teaching and learning. The next chapter will draw discussions of findings and conclusions, list limitations of the study and make recommendations arising from the study.

CHAPTER FIVE

CONCLUSIONS, LIMITATIONS OF THE STUDY AND RECOMMENDATIONS

5.1 INTRODUCTION

The purpose of this study was to investigate the experiences of educators in management of inclusive classrooms in Gauteng Province. The focus was on how the educators and the learning support educators perform three of the seven roles of educators in management of English First Additional Language (FAL) in the Grade Six inclusive classrooms, as outlined in the Minimum Requirements for Teacher Education Qualifications (MRTEQ) (Department of Education, 2011). The three educator roles selected for this study were the educator as a learning mediator; assessor of learning and the educator as support provider: community, citizenship and pastoral role.

This chapter will provide interpretation and concluding remarks on the main findings of the study, discuss recommendations, outline the limitations and strengths of the study, and formulate suggestions for further fields of study. The chapter will close with the researcher's final reflection.

5.2 INTERPRETATIONS AND RECOMMENDATIONS

The readiness of educators and the learning support educators to perform the three selected roles of educators from the seven roles of educators in management of English First Additional Language (FAL) in the Grade Six inclusive classrooms is still questionable. The view of the participants in this study was that the three roles of educators are vital in the teaching of English First Additional Language (FAL) in the Grade Six inclusive classrooms; however, due to large numbers of learners, the educators and the learning support educators concentrated considerably on the educator as a learning mediator, assessor of learning and the educator as support provider in their respective community, citizenship, and pastoral roles. Therefore, this study argues that, the three roles of educators are important in the teaching of English First Additional Language (FAL) in the Grade Six inclusive classrooms, but suggests that they ought to be provided collectively by the school, rather than each individual educator or learning support educator. This finding supports the view that the Minimum Requirements for Teacher Education Qualifications (MRTEQ) (Department of Education, 2011) play a vital role in the school; and it offers a vision of the three educators roles, but in reality, the lack of human capacity and lack of funding and resources in other schools makes it difficult for the educators and the learning support educators to perform the three educators roles as was originally envisaged in this study.

5.2.1 Understanding of inclusive education

This study found that educators and the learning support educators have a basic knowledge about inclusive education and mentioned that, "inclusive education is the education system in which all kinds of learners are taught together, for example, learners who experience barriers to learning and highly gifted learners. Unlike in the past where learners were grouped together based on their learning disabilities, inclusive education calls for the inclusion of all learners irrespective of their learning barriers in the same institution" (DoE, 2001: 17).

Under inclusive education, all learners have the best possible opportunities to learn. The schools have to value all learners, irrespective of their diverse needs. The educators and the learning support educators' understanding of inclusive education is in line with the Department of Education principle (Department of Education, 2001:14), which states that *"inclusive education is about acknowledging that all children and youth can learn and that all children and youth need support"*. This simply means that all schools should implement inclusive education and acknowledged that learners have diverse needs. The Education White Paper 6 (Department of Education, 2001) also emphasised the need to adapt school programmes to accommodate the diverse needs of all learners. However, in this study, the educators struggle to comprehend the relevance of the Education White Paper 6 in the context of the current Curriculum and Assessment Policy Statements (CAPS) (DoE, 2011) that they are expected to align with the teaching of English First Additional Language (FAL) in the Grade Six inclusive classrooms.

5.2.2 Full-Service Schools

Education White Paper 6 (Department of Education, 2001) defines full-service schools as schools or colleges that will be equipped and supported to provide for the full range of learning needs among all learners. Furthermore, learners will be assisted to develop their capacity to provide for a full range of needs. Special emphasis is placed on the development of flexibility in teaching and learning, and the provision of support to learners and educators.

A full-service school is one to which everyone belongs, and is accepted and supported by his or her peers and other members of the community in the course of having his/her educational needs met. This study argues that if educators and the learning support educators are able to cater for diversity in their classrooms, the vision of inclusive education will be realised. Inclusive education requires all learners with diverse needs to be able to access education and succeed in their educational needs.

The learning support educator of school B indicated that their school is appointed to be a full-service school and the school-based support teams shift their roles to the learning support

educators, claiming that *“they are not well equipped to teach learners who experience barriers to learning; and their classes are overcrowded with learners and thus, they are unable to meet the educational needs of all learners.”* Therefore, this study argues that the school-based support teams should provide support to the learners as well as the educators. The Department of Education (2001: 42) emphasises that the key function of the school-based support teams is to support all learners and educators by identifying support needed and design support programmes to address the challenges experienced by the educators as well as the learners.

5.3 THE THREE EDUCATORS ROLES IN MANGEMENT OF ENGLISH FIRST ADDITIONAL LANGUAGE IN THE GRADE SIX INCLUSIVE CLASSROOMS

5.3.1 The educator as learning mediator

This study found that the mediator of learning emerged as the strongest role in the three educators roles investigated in this study. All the educators and the learning support educators demonstrated a sound knowledge of mediator of learning, knowledge of learning area, subject content and various principles, strategies, and resources appropriate to the teaching of English First Additional Language (FAL) in the Grade Six inclusive classrooms. The educators and the learning support educators use different teaching strategies and resources to mediate learning in the inclusive classrooms.

5.3.2 The educator as assessor of learning

The educators and the learning support educators understood assessment in the school context, and described it as the process of gathering information to monitor progress and make educational decisions for the learners, concluding as to whether any barriers to learning for those learners are present and if so, what the nature and severity of these barriers are. Therefore, the educators and the learning support educators use different methods of assessment such as the use of tape-aid, video recording, oral to teacher examination, reading to the learner, computer/typewriter, dictaphone, alternative questions, enlarge text, subjects planning aid and sign language in their teaching (remedial teaching) and conduct assessment of learning in English First Additional Language (FAL) to ensure that the educational needs for every learner are met.

5.3.3 The educator as support provider: Community, citizenship and pastoral role

It was found in this study that the communities are different in supporting the educators and the learning support educators in executing their tasks in schools. For example, educators and the learning support educators mentioned that, the community support them in projects like assisting learners with homework in the afternoon, since most of the learners do not have parents and even if they have parents, some of them are unable to read and write, which causes some challenges for them when assisting their children with homework, so the community gathered together to form parental support groups that have assisted the schools with community projects. Furthermore, some community members donated books and magazines to the classrooms to create opportunities for all learners to be exposed to books and during school outings they accompany educators to make it more possible to give learning support to learners who need it.

The study found that all the schools involved the parents in the governance of the school, by allowing them to serve in different committees of the school and come up with poverty relief programmes/fund raising projects, and assist the schools to realise their vision and mission statements. This study argues that a healthy community ought to have an interest in the welfare of their children education, because the quality of their children's education will determine the quality of their future communities.

5.4 TEACHING STRATEGIES IN ENGLISH FIRST ADDITIONAL LANGUAGE IN THE GRADE SIX INCLUSIVE CLASSROOMS

A review of literature has shown that most of the learners that experience barriers to learning in English First Additional Language (FAL) in the Grade Six inclusive classrooms do so due to the fact that English is their second or even third language and this causes barriers to learning in written language. Weeks (2008: 213) have observed that "learners' sentences are short and the content is insignificant and rudimentary, written essays are short and the content is incoherent and insignificant, sentence structure (word order) is incorrect." Furthermore learners are also incapable of writing down the correct version of a sentence they have formed correctly in speech and their work (tasks) is often incomplete (Weeks, 2008: 214). Therefore, educators and the

learning support educators indicate that teaching and learning is flexible in English First Additional Language (FAL) in the Grade Six inclusive classrooms, and they further emphasised the value of using different teaching strategies; such as the zone of proximal development, learning through scaffolding, differentiated instruction, co-collaborative teaching, and learning through peer tutoring and storytelling, using pictures. See Appendix H for English First Additional Language (FAL) Term 1 Grade Six lesson plan framework.

5.4.1 Curriculum adaptation/differentiation

Curriculum is what is learned and what is taught (context); how it is delivered (teaching and learning methods); how it is assessed (exams, assignments for example); and the resources used (e.g. books used to deliver and support teaching and learning). According to Wormeli (2007: 11), curriculum differentiation entails the adjustment of curriculum, learning activities, content demands, modes of assessment, and the classroom environment addressing different learning needs. According to UNESCO (2004: 13) there are two forms of curriculum, i.e. the formal curriculum and the informal or 'hidden' curriculum. The formal curriculum is based on a prescribed set of educational outcomes or goals, and it is prescribed by authority, in this case (Gauteng Department of Education) prescribed the Curriculum and Assessment Policy Statement (CAPS) and educators and learning support educators feel constrained and often implement it rigidly.

The educators and the learning support educators feel that they cannot make changes to or decisions about this type of prescribed curriculum including the predetermined textbooks selection for example, Department of Basic Education textbooks (DBE, textbooks) and Gauteng Primary Language and Mathematics Strategy (GPLMS). Therefore, educators and learning support educators are bound to teaching from the textbooks and to the "average" group of learners. In many schools, educators do this because the system has content-loaded examinations that learners must pass, where an educator's success is measured by learners performance on these examinations, for example, systemic evaluation Annual National Assessment (ANA) testing.

The informal or 'hidden' curriculum refers to the unwritten, unofficial, and often unintended lessons, values, and perspectives that learners learn in the school. While the 'formal' curriculum consists of the subjects, lessons, and learning activities learners participate in, as well as the knowledge and skills educators intentionally teach to the learners (Abbott, 2014: 1), the hidden curriculum consists of the unspoken or implicit academic, social, and cultural messages that are communicated to learners while they are in school. This study argues that it is important that educators and the learning support educators are aware of the informal curriculum, as it can be used to reinforce formal learning; for example, activities and opportunities of learning that are not regulated, for instance learning happening during break or stereotypical teaching, where learners with learning disabilities are ignored, somewhat due to activities without educators' deliberate engagement.

In order to support the learners, who experience barriers to learning in English First Additional Language (FAL) in the Grade Six inclusive classrooms, educators and the learning support educators need to adapt the curriculum such that it 'fits' the learners' learning needs. Curriculum adaptation/differentiation then, is the process of modifying or adapting the curriculum according to different ability levels of the learners in one class. Therefore, educators and the learning support educators can adapt a curriculum by changing the content, methods for teaching and learning content (sometimes referred to as the process), and the methods of assessment (sometimes referred to as the products). It might mean, for example, dividing the class into four ability groups or dividing them into mixed-ability groups in which the learners with more experience help the learners with less experience. This is what (Vygotsky, 1978) describes as the zone of proximal development, namely the difference between what children can achieve in isolation and with guidance. This notion allows us to understand how educators and the learning support educators have a role to play in mediation and assessment of learning for learners who experience barriers to learning.

5.4.2 Adaptive assessment methods

Assessment is an integral part of curriculum design and instruction; they are on-going processes that go hand-in-hand. Learners are traditionally assessed when they have completed a piece of

work (often by means of a test or examinations) – this is called summative assessment. Learners can also be assessed at the beginning of an assignment or piece of work, with a view to planning the most appropriate learning for that individual – this is called formative assessment. Assessment, therefore, is a necessary component used for planning, implementing, and evaluating instruction, and it is a fundamental tool for teaching and learning (Nel, Nel & Hugo, 2013: 51; Reddy, Le Grange, Beets & Lundie, 2015: 19, Lombard, 2010: 49).

5.4.3 The availability and functionality of the school-based support teams

Literature review has shown that all schools should have the school-based support teams (SBSTs) to co-ordinate educator and learner support (Department of Education, 2014: 32). The co-function of the SBSTs is to fulfil the roles as mediator, mentor and assessor. The other function of the SBSTs is to coordinate learners' and educators' support systems as well as supporting teaching and learning by further identifying the needs of the learners, educators and the institution. After identification, appropriate action can then be taken to alleviate the problem. Therefore, it is recommended that the SBSTs and the District-Based Support Teams (DBST) attend workshops on the National Strategy on Policy on Screening, Identification, Assessment and Support (SIAS), which aim to offer guidelines on how to screen, identify, assess and support learners with learning barriers, and thereby to improve the teaching and learning environment for maximum participation by all learners (Department of Education, 2014: 33).

The other recommendation is that the DBSTs ought to regularly monitor the work done by the SBSTs, with the aim of supporting them regarding the relevant procedures on how to screen, identify, assess and give support. The SBSTs ought to be well informed and careful, as their role may be sensitive when they have to request learner's health information from the parents for them to support the learners who experience barriers to learning. At times, some parents are reluctant to disclose learner's family information that could be important for the educators to use and develop Individual Education Programme (IEP), and they should never be made to feel bullied or unsafe by disclosing their children's information.

Lastly, this study recommended that effective collaboration among professionals is vital within the education system, as it could contribute significantly to the functionality of the SBSTs. To

ensure effective functionality of the SBSTs, it is important that continued and quality support and development be provided to schools. It was also found that the DBSTs do not provide sustainable and quality support to schools, therefore it is recommended that the SBSTs ought not to entirely rely on the DBSTs or support; however form inter-sectoral collaboration teams with relevant stake-holders to address barriers to learning and provide support to learners, educators and institutions.

5.5 LIMITATIONS AND FURTHER STUDY

The following limitations were experienced during this study:

There are a number of limitations to the study, firstly it only involved three full-service schools, which were implementing inclusive education in Tshwane South (D4) and Tshwane North (D3) Districts, and this might limit the generalisation of the findings. Generalising however is not the purpose of this study.

Secondly, the findings represent only educators and the learning support educators of English First Additional Language (FAL) in the Grade Six inclusive classrooms, and these might not be a true reflection of the entire school. Classroom observations were only made in the three Grade Six classrooms due to the limited scope of the study, therefore one cannot conclude that all educators and the learning support educators are involving and accommodating all the learners in teaching and learning.

Thirdly, although the Minimum Requirements for Teacher Education Qualifications (MRTEQ) (Department of Education, 2011) outlined that educators should perform all seven educators roles in the classrooms, this study found that it was challenging for the individual educator or learning support educator to perform all seven roles. Therefore, this study suggests that other studies ought to be conducted to investigate the perceptions and experiences of educators and the learning support educators in terms of the seven roles of educators as outlined in the (MRTEQ) (Department of Education, 2011) because this study only focused on three roles, that is, the educator as a learning mediator; assessor of learning and the educator as support provider, in terms of community, citizenship and pastoral roles.

This study found that the SBSTs need regular support and training from the DBSTs to be able to perform their roles as expected by the Policy on SIAS (Department of Education, 2014), which targets all learners in urban and rural settings who need support, not only those with disabilities, and especially those from the poorest communities in townships, informal settlements, or rural areas, cultivating a positive attitude and willingness to accept them in the classrooms and assist them. It is evident that the SBSTs and educators do not conceptualise their roles clearly, as the Inclusive Education policy requires them to perform some duties to which they were not accustomed. Therefore, this study recommends that, the study on the role and support offered by the DBSTs to the SBSTs ought to be conducted, where the findings might provide knowledge to educators and the learning support educators about the intervention strategies required to support learners who experience barriers to learning in English First Additional Language in the Grade Six inclusive classrooms.

5.6 SIGNIFICANT OF THE STUDY

This study can be used as a source of information to design strategies for improving school environment and educators' effectiveness in the management of inclusive classrooms. It can also create a better understanding of how challenging for any one individual educator to perform all three roles of educators and become successful in the teaching of English First Additional Language (FAL) in the Grade Six inclusive classrooms. Therefore, this study argues that, the effective educators and the learning support educators should make an appropriate selection of the roles of educators according to their specific goals and contexts. This study further emphasised that all three roles of educators are important but suggested that they should be provided collectively by the school, rather than by each individual educator or learning support educator.

This study has provided the participants with the opportunity to express their experiences and perceptions, as well as their hopes for inclusive education. Through this study the researcher was able to identify areas where improvement still needs to be made in management of English First Additional Language (FAL) in the Grade Six inclusive classrooms. The study also highlighted the

important role that the community ought to play in the inclusion, and concluded that collaboration between the school and the community is vital, and leads to addressing the attitudes of the whole community, towards inclusive education. This was also demonstrated in the role played by the educator as support provider: community, citizenship and pastoral role as outlined in the Minimum Requirements for Teacher Education Qualifications (MRTEQ) (Department of Education, 2011).

The findings and recommendations of this study will equip the educators in the management of inclusive classrooms in South Africa. It will further make Government organisations aware of legislation, measures and policies that are needed to mitigate the challenges of inclusion.

5.7 CONCLUSIONS

The aim of this study was to investigate the experiences of educators in management of inclusive classrooms. This study focused on how the educators and the learning support educators perform the three educator's roles so as to manage learners who experience barriers to learning in English First Additional Language (FAL) in Grade Six inclusive classrooms. The three educators roles selected for this study were investigated and the research purpose, questions and aims of how the educators and the learning support educators mediate learning, conduct assessment of learners and provide support: to community, citizenship and pastoral role for the learners who experience barriers to learning in English First Additional Language (FAL) in the Grade 6 inclusive classrooms were met.

The data analysis and the main findings of this study indicate that the classroom environment; classroom organisation; resources; teaching strategies; different assessment techniques and more knowledgeable others, in this case, the educators, the learning support educators as well as the peers are an assets to learners, who experience barriers to learning in English First

Additional Language (FAL) in the Grade Six inclusive classrooms. This simply means that educators and learning support educators made sure that all learners ought to be accommodated in the teaching and learning. Differentiated teaching, scaffolding of assessment, standards lesson plans and activities of English First Additional Language (FAL) in the Grade Six inclusive classrooms were provided to accommodate the diverse learning needs of all learners in the classrooms.

Even if the development of full-service schools is still a work in progress in South Africa, the findings indicate that teaching and learning addresses diversity. Diversity refers to a range of different needs of learners (Donald, Lazarus & Lolwana, 2010: 17). Diversity in effective teaching may therefore be viewed as an opportunity to expand learners' knowledge, opportunities, making sure that individual needs are met in the inclusive classrooms (Niewenhuis, Beckmann & Prinsloo, 2007: 148).

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APPENDICES

Appendix A: Interview schedules

Appendix B: Letter of application to conduct research in Gauteng Province

Appendix C: Letter of informed consent to conduct research

Appendix D: Permission letter to conduct the interviews

Appendix E: Thank you letter to schools and the participants

Appendix F: Ethical clearance certificate from the University of South Africa

Appendix G: Gauteng Department of Education research approval letter

Appendix H: English First Additional Language (FAL) Grade Six lesson plan and learners

Activities (GPLMS Framework) for Term 1.

APPENDIX: A

INTERVIEW SCHEDULES

OPENING STATEMENT:

Please think of the situation where you had to deal with learners who experience barriers to learning in English First Additional Language in Grade Six inclusive classrooms?

Please describe how you will deal with the situation

Probing questions include the following:

Knowledge of inclusive education: Education White Paper 6: DoE (2001).

1. How do you understand the concept of inclusive education?
2. What are your personal strengths as a teacher regarding the implementation of the policy on inclusion?
3. What do you consider to be your strength with an inclusive classroom setting?
4. How do you adapt your teaching practice to accommodate learners who experience barriers to learning in your classroom?

The Norms and Standard of Educators (DoE; 2000), Education Labour Relations Council (DoE; 2004) and Minimum Requirements for Teacher Education Qualifications (DoE; 2011) refers to the seven roles of educators.

1. How do you understand the seven roles of educators?

In this study the focus is on three of the seven educator roles: The educator as mediator of learning, the educators as assessor of learning, the educator as a community citizenship and pastoral role. I would like you explore your experiences and/or understanding of these roles.

Let us start with,

The Educator as Mediator of Learning.

1. How do you understand this role: Educator as Mediator of Learning?
2. Describe mediation role in the English first additional language in Grade 6 inclusive classroom?
3. What are the things you have done better in mediation for the learners who experience barriers to learning in your classroom?
4. Pick a specific situation or a specific learner who experience barriers to learning and explain the process you as a Mediator of Learning went through in helping that particular learner?
5. What intervention methods did you use for such a learner as a Mediator of Learning?

The Educator as a Community Citizenship and Pastoral Role

1. Does your school have a functional school-based support team? If not what are you doing to get this school-based support team up and running?
2. What is the role and responsibilities of the school-based support team?
3. What are your experiences with regard to pastoral role for the learners who experience barriers to learning in your classroom?
4. What are your experiences with the district-based support teams in supporting your pastoral role?

5. What support do other professionals (such as nurses, police, educational psychologists, and counselors) within the school context offer you on your pastoral role?

Knowledge of assessment in the inclusive classrooms.

The Educators as Assessor of Learning

1. What do you understand by assessment in the school context?
2. What do you do to identify and assess learners who experience barriers to learning?
3. How do you plan and implement the individual education programme (IEP) to support learners who experience barriers to learning?
4. What is your understanding of curriculum adaptive assessment methods?
5. What support do you get from the district assessment team?

Knowledge of community, citizenship and pastoral role.

The Educator in Community Involvement

1. What are your experiences of the community involvement with learners who experience barriers to learning from your school?
2. In your experience, what are the factors located within the community as wider context that may cause barriers to learning?
3. How can communities around your school support your roles as an educator?
4. How can communities around your school support you in teaching learners who experience barriers to learning?

APPENDIX: B**LETTER OF APPLICATION TO CONDUCT RESEARCH IN GAUTENG PROVINCE**

21897 Mohube Street

Ikageng Extension 3

Mamelodi East

0122

20 June 2013

Office of the Director: Knowledge Management and Research

111 Commissioner Street

Johannesburg

2001

Dear Sir / Madam

APPLICATION FOR CONDUCTING RESEARCH IN GAUTENG PROVINCE

I Margaret Chauke, (D.Ed.) Inclusive Education student at University of South Africa College of Education wish to apply for permission to conduct research in the Department of Education, Gauteng. The topic for the research is “The experiences of educators in management of inclusive classrooms.” The purpose of the research is to explore the experiences of educators in performing roles of educators in management of English first additional language (FAL) in Grade Six inclusive classrooms as expected in the Minimum Requirements for Teacher Education Qualifications (MRTEQ) (Department of Education, 2011).

Furthermore I request your permission to conduct interviews with teachers who are teaching learners who experience barriers to learning in English first additional language (FAL) in Grade Six classrooms. Six teachers will be interviewed i.e. Four teachers in Tshwane South District (D4) and two teachers in Tshwane North District (D3). The interviews will be conducted for 45 minutes per participant. Teachers’ confidentiality and anonymity will be upheld in this research. Participation is voluntary and participants’ withdrawal without reprisal is accepted.

The research findings will benefit the teachers during teachers meetings, workshop, conference, seminars and roadshows for inclusion. The research might also improve the functionality of school-based support teams in primary schools.

Thank you for your attention.

Ms. Margaret Chauke

Signature

Cell Number: 083 414 5537

E-mail address: chauke.magaret@gmail.com

Student Number: 740-934-6

APPENDIX: C**LETTER OF INFORMED CONSENT TO CONDUCT RESEARCH IN THE SCHOOLS**

3 Mont Tuscan Villas

Veda Avenue 850

Montana Park

0182

01 September 2014

The Principal

Emasangweni Primary

Mamelodi East

0122

Dear Sir / Madam

APPLICATION FOR CONDUCTING RESEARCH IN THE SCHOOL

I Margaret Chauke, (D.Ed.) Inclusive Education student at University of South Africa College of Education wish to apply for permission to conduct research at your school. The topic for the research is “The experiences of educators in management of inclusive classrooms”. The purpose of the research is to explore the experiences of educators in performing seven roles of educators in management of inclusive classrooms as expected in the Minimum Requirements for Teacher Education Qualifications (MRTEQ) (Department of Education, 2011).

Furthermore, I request your permission to conduct interviews with two teachers at your school. Teachers who are teaching learners who experience barriers to learning in English First Additional Language (FAL) in the Grade Six inclusive classrooms. Teachers’ confidentiality and anonymity will be upheld in this research. Participation is voluntary and participants’ withdrawal without reprisal is accepted.

The research findings will benefit the teachers during teachers meetings, workshop, conference, seminars and roadshows for inclusion. The research might also improve the functionality of school-based support teams in primary schools.

Thank you for your attention

Ms. Margaret Chauke

Signature

Cell Number: 083-414-5537

Email address: chauke.magaret@gmail.com

Student Number: 740-934-6

APPENDIX: D

PERMISSION LETTER FROM THE SCHOOLS WHERE I CONDUCTED THE INTERVIEWS

Emasangweni Primary School

P O BOX 79254

Mamelodi East

0122

23 September 2014

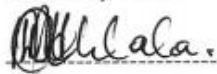
Dear Researcher

PERMISSION LETTER TO CONDUCT RESEARCH AT EMASANGWENI PRIMARY SCHOOL

1. The above matter bears reference
2. Your request for permission to conduct research on “The experiences of educators in management of inclusive classrooms” within our school has been granted.
3. The granting of permission is subject to ensuring that your visit will not disrupt normal teaching and learning activities in the school.

4. Wishing you the best in your intellectual pursuit.

Sincerely Yours



Principal

**EMASANGWENI
PRIMARY SCHOOL
OFFICIAL**

2014 -09- 23

P.O BOX 79 254
MAMELODI EAST, 0122
TEL: 012 751 6263
FAX: 086 510 0856
TSHWANE SOUTH

TEL: (012) 751 6263

FAX: 086 510 0856

**EMASANGWENI
PRIMARY SCHOOL
OFFICIAL**

2014 -09- 23

P.O BOX 79 254
MAMELODI EAST, 0122
TEL: 012 751 6263
FAX: 086 510 0856
TSHWANE SOUTH

APPENDIX: E**THANK YOU LETTER TO SCHOOLS WHERE I CONDUCTED THE INTERVIEWS**

3 Mont Tuscan Villas

850 Veda Avenue

Montana Park

0182

30 June 2017

Dear Participants

I wish to express my sincere gratitude for your participation in the interviews, which were intended to form part of my thesis.

It is through your dedication, sacrifice and honesty that my research has produced valuable findings.

Thank you for your participation

Sincerely Yours

.....

Ms. Margaret Chauke

Cell Number: 083 414 5537

E-mail address: chauke.magaret@gmail.com

Student Number: 740-934-6

APPENDIX: F

ETHICAL CLEARANCE CERTIFICATE FROM THE UNIVERSITY OF SOUTH AFRICA



Research Ethics Clearance Certificate

This is to certify that the application for ethical clearance submitted by

Chauke M [7409346]

for a D Ed study entitled

The experiences of educators in management of inclusive classrooms

has met the ethical requirements as specified by the University of South Africa College of Education

Research Ethics Committee. This certificate is valid for two years from the date of issue.



Prof CS le Roux

22 October 2013

1 CEDU REC (Chairperson)

lrouxcs@unisa.ac.za

Reference number: 2013 OCT/7409346/CSLR

APPENDIX: G

**GAUTENG PROVINCE**Department: Education
REPUBLIC OF SOUTH AFRICAFor administrative use:
Reference no. D2014/242 A**GDE AMENDED RESEARCH APPROVAL LETTER**

Date:	12 September 2013
Validity of Research Approval:	10 February 2014 to 3 October 2014
Previous GDE Research Approval letter reference number	D2014/266 dated 22 July 2013
Name of Researcher:	Chauke M.
Address of Researcher:	21897 Mohube Street
	Ikageng Extension 3
	Mamelodi East
	0122
Telephone Number:	012 801 5272 / 083 414 5537
Email address:	chauke.margaret@gmail.com margaret.chauke@gauteng.gov.za
Research Topic:	The experiences of educators in managing inclusive education
Number and type of schools:	FIVE Primary Schools
District/s/HO	Tshwane South and Tshwane West

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

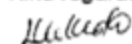
Handwritten signature
2013/08/13

The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

1. The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.
2. The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.
3. A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.
4. A letter / document that outlines the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.
5. The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.
6. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.
7. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.
8. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.
9. It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.
10. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.
11. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.
12. On completion of the study the researcher/s must supply the Director: Knowledge Management & Research with one Hard Cover bound and an electronic copy of the research.
13. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.
14. Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards



Dr David Makhado
Director: Education Research and Knowledge Management

DATE: 2013/09/13

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Making education a societal priority

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APPENDIX: H

**ENGLISH FIRST ADDITIONAL LANGUAGE (FAL) GRADE SIX LESSON PLAN AND LEARNERS
ACTIVITIES (FRAMEWORK) FOR TERM 1**

ADAPTED FROM GAUTENG PRIMARY LITERACY AND MATHEMATICS STRATEGY (GPLMS)

(DEPARTMENT OF EDUCATION, 2012)

WEEK 6 LESSON 13	
<i>WRITING AND PRESENTING (WRITING-SKILL PLANNING)</i>	
ACTIVITY	30 minutes
DESCRIPTION	To teach learners to write a personal reflection, using a frame
OUTCOMES	<p>By the end of this activity, learners will be able to:</p> <ul style="list-style-type: none"> • Understand how to write a story for personal reflection, using a frame. • Remember that lines must be left between paragraphs. • Understand that a story has an introduction, a body and a conclusion. • Plan what information they will use in their personal reflection, using point form.
RESOURCES	<ul style="list-style-type: none"> • Learners' class books and pens (for planning and first drafts) • The following instructions written on the chalkboard: • Use the frame below correctly • Tell events in correct order

- Use connecting words and prepositions
- Use capital letters and full stops correctly
- Leave a space between paragraphs
- Use at least 150 words
- Frame written on the chalkboard. **Note to teacher:** The frame starts off more detailed to give learners confidence. Thereafter, it becomes less prescriptive so that learners can display a level of individual creativity.

Title: A bad end to fun day!

Introduction: Last Friday we had an emergency at school. We were having fun at _____, cheering our friends on and eagerly taking part in all the _____. Eventually it was time for the last race. Luvo was running like lightning and was about to _____ when suddenly he tripped and _____. From his excruciating cry, we knew it was _____!

Body: Before long _____ were gathered around Luvo to see _____. Mr _____ brought the first aid kit and Luvo not to _____. The teacher soon realised that Luvo's _____ and that he needed medical attention. Mr _____ ran to get his cell phone but _____. He had to borrow

	a cell phone from Mrs _____ so that he could phone for an_____.				
	<u>Conclusion:</u> Write three sentences to end your story. You must say how the ambulance arrived to help Luvo and how the day ended.				
LESSON SERIES					
	1	2	3	4	5
TEACHER INPUT					
	<ul style="list-style-type: none">• Settle learners at their desks, which should be free of everything but their test books and pens.• Ask learners what they think it means to write for personal reflection. Allow a few learners to give their ideas, and then explain that it is for people to write about their personal experiences. People may choose to share this writing with others.• Tell learners that they are going to pretend that they were at school sports day when their friend, Luvo, broke his leg. They are going to write a personal reflection about this as though it really happened.• Remind learners that a story has an introduction (set the scene), a body (what happened) and a conclusion (the ending of the story).• Remind learners that when we write longer texts they need to be broken down into paragraphs. We leave a line to show that we are starting a new paragraph.				

- Refer to the story “Michael gets a pet” that learners read from the DBE text. Point out that the events happened in a certain order and that the text was divided into paragraphs.
- Read through the frame with learners and explain any difficult words (e.g.; excruciating – very painful; eventually – after a long time).
- Point out to learners that the frame requires them to tell the story in the following order: First everyone is having fun at sports day. Then Luvo runs the last race where he falls and breaks his leg. The teacher come to help but realises he needs an ambulance. Lastly, the ambulance arrives to take Luvo to get medical attention. Learners must be aware of keeping to this order when they complete their own stories using the frame.
- Point out the use of conjunctions.
- Remind learners that they must start sentences with capital letters and end with full stops. Names also have capital letters.
- On the chalkboard, complete an example of how to plan the introduction in point form. The content of the frame must be considered when thinking about what points to include.

Introduction

school sports day

all the children were having fun and joining in

in last race Luvo tripped and fell

very sore; seemed serious

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LEARNERS ACTIVITIES

	<ul style="list-style-type: none"> • Learners must write the headings Introduction, Body and Conclusion on one page in their class books. Under each heading, learners must write in point form what will be included in each paragraph, as in the example on the chalkboard. • If learners have not completed their planning, they can do so during the drafting lessons, before starting their first drafts.
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